

Managing Resource Centers for NGOs: A PRACTICAL HANDBOOK



By NOEMI D. BAYONETA-LEIS, RL and MARIJANE BUGARIN-MABATO, RL

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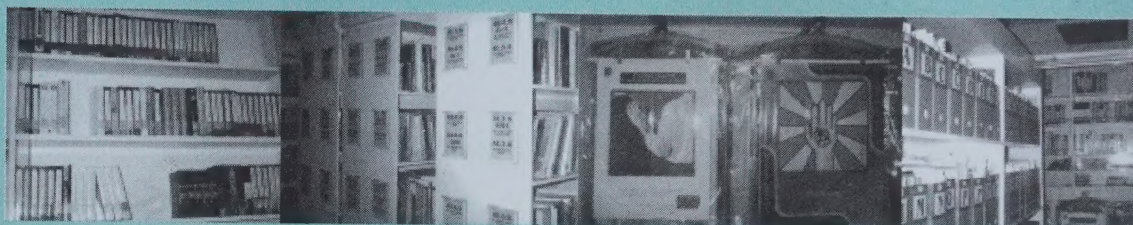
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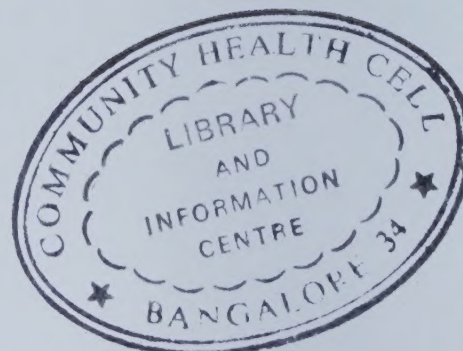
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Introduction

Non-government organization (NGO) resource centers perform a unique role within the organization and community that they serve. Resource centers primarily support the information needs of the organization, health workers, and the community. They also help fill the information gap because of their specialized collection in terms of subject coverage, format and collection of “gray” literatures or unpublished materials. More importantly, they promote learning and correct use of information in development work and day-to-day living.

It is quite interesting to note that in developing countries, there is an increasing recognition of the resource center as an important component of the organization. Many NGOs in developing countries have a rich collection of information materials that are not usually found in university libraries or popular bookshops. NGOs accumulate a number of materials over the years, usually used in trainings, research, and advocacy. These materials include research studies from different organizations, reports, and other unpublished documents. In some cases, they publish their own materials. However, most of these materials are utilized by a limited number of readers, researchers and network members.

As the collection grows, these materials pile up in the resource center. In many cases, resource centers tend to serve only as repositories of these materials, failing to maximize their utility. Organizing these materials is usually given low priority because the person in charge of the resource center often acts as the secretary, receptionist, or messenger. The centers may have some kind of arrangement (e.g. by subject or by type of materials), but retrieval or location of the materials is often difficult.

Background

Health Action Information Network (HAIN) is a non-government organization based in the Philippines that maintains a resource center with a wide collection of information materials. It also provides a wide range of information services. HAIN serves the research, information and education needs of Philippine and international organizations working on health and health-related development issues. HAIN believes that health is a development issue with economic, political and cultural dimensions. It believes that health comes with empowering people and communities with access to objective and accurate information on health care, so they can make informed decisions, and to allow them to organize their rights. With the help of its vast information network, HAIN seeks to provide information at the local level, where it is needed most. HAIN's core programs—resource centers, publications, training and education, and research—are complementary and coordinated, enabling HAIN to respond to the needs of partner organizations as well as to individuals and groups seeking technical assistance.

In recent years, many NGOs have requested for assistance on how to organize a resource center. While many have been able to adapt some ideas, they still find it difficult to maintain a resource center. Realizing that many NGOs need technical assistance, HAIN organized several consultations with the resource center staff from different local and international NGOs, the academe, and local government units (LGUs). Instead of prescribing fixed solutions to the problems in organizing a resource center, HAIN facilitated discussions on identifying problems, needs, and gaps to help the groups assess their skills and strategies based on the objectives of their organization. Some of the common problems include:

- Lack of funding
- Lack of skills and human resources
- Lack of recognition that a resource center is a vital part of the organization
- Difficulty in obtaining “good” materials

Through action planning and further discussions, participants were able to identify possible alternative solutions that would respond to the needs, like resource sharing and networking activities. It was also discussed how to source free or low-cost information materials.

As a follow-up activity, HAIN conducted training sessions for the participants. The training provided them with basic skills and knowledge on how to manage and organize a resource center. Basic skills included simple cataloging and indexing techniques for easy retrieval of materials. Emphasis was given as well to the use of IT (information technology) as applied to resource center work to store and disseminate information.

Many participants have found the training useful. As a result, HAIN realized the need to produce a resource center manual to provide a quick reference tool for the resource center staff.

Purpose of the Manual

This resource center manual is primarily intended for relatively small NGOs that plan to establish or are currently maintaining a Resource Center. It provides examples related to reproductive health, but it is applicable to other topics. It is also designed to address concerns raised at the HAIN consultations regarding managing and organizing a resource center especially in an NGO setting. It aims to provide users with basic skills and knowledge in organizing materials to enhance their collection, improve the delivery of information, and effectively disseminate information to their partners.

The manual contains basic guidelines on how to operate a resource center with a relatively small collection and with limited resources. The manual may be used by resource center staff who may or may not have formal training in library management. It aims to cover the processes involved in organizing a resource center such as ordering materials, recording, organizing and promoting services, and presents them in a simple way.

We hope that, through this manual, resource centers would be able to take a more proactive role in helping the community they serve. We would appreciate any comments or suggestions for the improvement of this manual.

This manual does not intend to define what an ideal resource center should be, but rather, it is designed as a tool to help NGOs build and enhance their resource center operations for better delivery of information services. All decisions and changes that NGOs may want to implement will ultimately depend on the general objectives of the organization.

For purposes of clarification, the term “librarian” being used throughout this manual refers to the staff working in the resource center. We prefer to use the term “resource center” rather than library to illustrate a more proactive role in the organization and in the community. The term “partner/s” is being used rather than users, clients, or target groups to describe a two-way communication and participatory approach in building the resource center. It is important to note that we work with our partners rather than work for them. Partners contribute as well to the building of our collection.

Common Working Principles

Recognizing the uniqueness of each NGO—their individual needs and the diverse communities they serve—HAIN does not attempt to define an “ideal” resource center. On the other hand, HAIN believes that it is important to highlight common working principles that characterize an NGO resource center and distinguish it from academic and commercial libraries. In 1996, HAIN organized a regional consultation that brought together resource center staff to share experiences, resources and information. The participants identified the following guiding principles:

1. Resource centers should be community-oriented or community-focused; they must respond to the needs of their constituencies or the communities that they serve. Communities may be geographical or social. Constituencies or partners refer to the groups of people the resource center feels it is responsible to and whose inputs must also be considered.
2. Resource centers need to be proactive. The resource center needs to be responsive to the needs of partners, moving out of the traditional concept of libraries and getting involved in talks, seminars, exhibits and in preparing information packages for various groups, rather than passively waiting for information requests. This also means that a resource center has to lessen its “territoriality” and must exchange information with other resource centers. In areas where literacy levels are low, resource collections need to include more audio-visuals and less text-heavy materials.
3. Resource centers need to use multi-level linkages. Rather than using a hierarchical vertical framework, participants thought of horizontal linkages at each level—global, regional, country, provincial. These levels support each other, rather than having one “higher” level dominating a “lower” one. The metaphor used was a “web” with resource centers acting as servers.
4. Resource centers need to be participatory. “Participatory” refers to the need to expand partnerships beyond existing networks to different sectors and communities. Another dimension to being participatory is the involvement of communities in the evaluation of resource centers. To do this, resource centers must have a feedback mechanism to enable them to identify gaps in the information and services that they provide. The stress is on a “bottom-up” approach so that the flow of information moves in different directions, particularly from communities and small NGOs to regional or national organizations and networks.
5. Resource centers need to be user-friendly. This means more appropriate classification and information retrieval systems to facilitate access to information. Being “user-friendly” also means creating a comfortable and “safe” environment for marginalized groups, such as people living with HIV/AIDS, gays and lesbians, or disabled. It can be as simple as declaring the resource center as “smoke-free”.
6. Resource centers need to be as comprehensive as possible. This does not mean that all resource centers need to carry all types of materials, but should be able to refer partners to other resource centers for their information needs.

How to Establish a Resource Center

“Starting a resource center is an identified need of an organization. Resource Centers are established as part of an organization and not as a separate entity or institution. The resource center helps the organization achieve its goals and objectives.” (VHAI, 1988)

Before you start a resource center you need to look at your knowledge, skills, and financial capability in setting up a resource center. This chapter will help you assess your basic skills and knowledge in starting, managing and organizing a resource center.

Following is a checklist that you may use to assess your knowledge and skills, including a finance check. Tick the appropriate column opposite the question that best describes your status.

Figure 1 Checklist in establishing a resource center

QUESTIONNAIRE		
Looking at the Needs and Demands	Yes	No
1. Is there a need for your organization to establish a resource center?		
2. Will the management support the resource center and recognize it as a vital component of the organization?		
3. Do you have partners or a special population to serve?		
4. Are you duplicating, complementing, supplementing, or filling the gap for a need for a resource center?		
5. Are there any other resource centers in the area?		
Looking at your Knowledge and Skills		
6. Are you aware of the function/s or role of a resource center?		
7. Are you knowledgeable in the subject scope/coverage of your resource center collection?		
8. Do you know how to catalog and index resource material?		
9. Do you know the difference between cataloging and indexing?		
10. Do you have any experience working in a resource center?		
11. Are you computer literate?		
12. Do you have knowledge on any library software and its application?		
Resources		
13. Do you have adequate staff working in the resource center?		
14. Are you working full time in the resource center?		
15. Is there budget allocation for the resource center operations – such as for buying books, subscription fees, salaries, staff development, etc.?		
16. Do you have access to low cost or free materials?		
17. Do you have existing facilities such as shelves, tables, chairs, computer/s, and adequate space?		
18. Do you intend to require a membership fee or library fee for the services you will deliver?		

If you answered “yes” to all or to most of the questions, you are ready to start a resource center. You may proceed to the next chapter for a more in-depth discussion on planning a resource center.

If you answered half “yes” and half “no”, perhaps you need to explore more, do some research, and consult other organizations who have the knowledge and experience.

If you answered “no” to most of the questions, talk to your immediate supervisor and discuss the plan further. You might need to hire an experienced or professional librarian. Consult other organizations to enlighten you.

Good planning requires you to look ahead. As much as you need to assess your knowledge and skills, it is also good to recognize the possible obstacles that you may encounter so that you may think of possible solutions. Some of these obstacles are identified below.

What are the real life barriers or constraints in starting a resource center and providing services?

- Lack of technical capacity
- Lack of human resources
- Lack of funding or donor support
- Low profile; not proactive enough about services provided
- Limited flow of information and linkages
- Inadequate access to information
- Low priority given to resource centers within agencies
- Inadequate/uneven access to technology

These barriers are discussed in the manual to help you overcome them.

Maintaining an organized resource center needs careful planning just like any other program. Planning will help you assess your needs, identify problems/issues, and set your goals and objectives. Planning is done in relation to the overall objectives of the organization where the resource center belongs. It is particularly important that you plan with your colleagues especially with your supervisor. Building a resource center is a collective effort of all the members of the organization.

To facilitate your planning for your resource center, it is important that you conduct a needs analysis. Needs analysis helps you to determine your current situation and your priorities for future plans. You may use the following guide questions:

1. *What are the objectives of the resource center?*

Review your organization's objectives, vision, mission and goals. Study and know your organization well, its programs, activities, partners, and information needs. Set your goals and objectives with focus on the resource center.

2. *Who are your partners, and what are their needs?*

You may discuss this with your partners or review their previous research inquiries in your resource center. You may consider "anticipating" the future needs of your organization and your partners. You can do this by soliciting their feedback and/or evaluation.

3. *What will be the subject areas and geographical coverage of the collection?*

Based on the needs of the organization and partners, you will be able to determine your range of subject coverage. You may also consider your geographical coverage – national (within the country), regional (Asia or Asia-Pacific), and international (global coverage). This is an important guide for you when acquiring materials.

4. *What type of materials do you have in your resource center and what do you intend to acquire?*

By reviewing the objectives of your organization, the types of activities that you conduct, and your subject coverage, you may want to consider the following types of materials:

- books (including books in series and monographs)
- Information and Education Campaign (IEC) materials (posters, brochures, flyers, etc.)
- journals and newsletters
- multimedia materials (videos, slides, CD-ROM, audio tapes, Braille)

5. *How do you intend to deliver your information?*

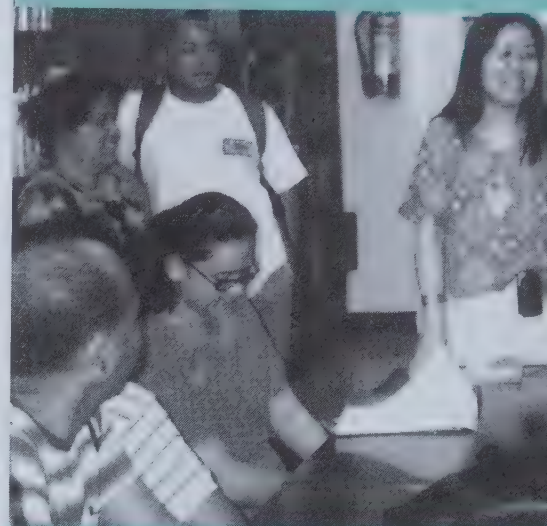
For example, e-mail, mailing list group, website, print, resource list, by post, etc.

6. *How much resources do you have or need in terms of financial and human resources?*

This is a big factor in deciding what type of services you intend to deliver because the more sophisticated your services are, the more resources you need.

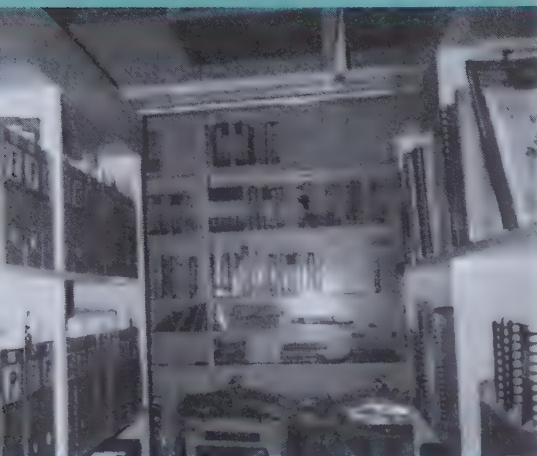
Be sure to note all your answers to the above guide questions. These will be your bases in developing your collection and services to be delivered.

Planning and Needs Analysis



Chapter 2

Collection development



Collection Development

This chapter will discuss how you will be able to evaluate, select and acquire materials for your Resource Center. This will enhance your collection to meet the information needs of your partners and your organization. Many information materials are available from different sources, and with the advancement of information technology, you can virtually access all information through the Internet. But it would be too ambitious to acquire all materials that you want and store them in your resource center without considering space, financial capacity, time, skills and other resources.

There are simple steps that will help you systematize your collection development plan.

Step 1. The Selection Process

The selection process will include the selection and evaluation of information materials – print and non-print, and even Internet sites.

Guidelines for the Evaluation and Selection of Information Materials

After conducting the needs analysis, you are now ready to select materials that would become part of your collection. During our consultations, many participants shared that one of their challenges in developing their collection is looking for “good” materials amidst the continuous flow of information. This can be addressed when you properly select and evaluate their usefulness to you and to your partners. Review your needs and develop guidelines for evaluating information materials that would help you select the ones you really need. Using the guidelines will also help you improve and maintain a good quality resource collection.

You may use the guidelines as well in evaluating your existing collection, donated materials, and other forms of materials.

Following are some ideas that would help you develop your own guidelines:

Author

Consider the author’s background, knowledge and expertise in the field by reviewing his/her previous work.

Subject

Does the subject fit in the collection?

Purpose

Does the author accomplish the purpose s/he has set out in the preface?

Point of View

Is it conservative, radical, observer, or insider’s point of view? Review your organization’s working principles.

Treatment of the material or audience

Is the book for instructional, research, education or entertainment purposes? What audience is it intended for (academe, lay people, trainers, health workers, students)?

Structure

How are the ideas presented in the publication? Are they clear and well-organized?

Accuracy and timeliness

Are the facts in the material accurate and scientific? Is the information current or out of date?

Physical format

Are there illustrations, a table of contents, an index, cross references, a glossary, graphs. If yes, are they useful and logical?

Evaluating Websites and Other Digital Resources

You may rely on the previously enumerated criteria to evaluate web resources. There is, however, one additional piece of information to check for websites: the URL (Universal Resource Locator) or web address.

URL, or web address: What type of organization posted the materials on the web?

.gov is for government sites

.com is for commercial Internet access

.org is generally for non-profit organizations

.edu is for educational institutions (the author may be faculty, staff or student)

.net is for networks

Who owns and operates the server? Where is it located? (for example, .au is for Australia and .ph is for Philippines) However, not all sites specify the country of origin.

Scope: What is the subject? How detailed is it? Does the website cover only certain time periods? What types of resources are listed? Are there only websites or other Internet and print resources as well?

Authority: Who wrote the page? What are the authors' credentials? Is there an email address to contact the site or authors?

Currency: Is the information current? How often is the site updated? Is timeliness important to this subject?

Accuracy: Is there a bias present and, if so, is it stated? Is the site sponsored by drug companies? Is the information correct, or are there obvious errors? What is the source of the information? Is the information peer-reviewed? Are there footnotes and citations?

Audience: For whom is the page written: Consumers? Experts? Students? Is the content and language appropriate for the audience?

Purpose: What is the purpose of the site: to entertain, inform, or teach? Is the purpose stated? Does the site fulfill its purpose?

Source: What's New 1999, Johns Hopkins University

HEALTH ACTION INFORMATION NETWORK
Resource Center
Evaluation Form for Websites

URL (main):

Particular webpages visited	Remarks
1.	
2.	
3.	
4.	
5.	

Site Owner/Sponsor

Description of Site:

Figure 2 Sample of Evaluation Form

Ease of Access & Download Time How easy is it to open the website, and to move from one page to another in terms of download time?	<table border="1"> <tr> <td>Excellent</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Poor</td> </tr> </table>	Excellent	1	2	3	4	5	Poor
Excellent	1	2	3	4	5	Poor		
User-Friendliness Are there clear instructions, e.g., "Click here" to be able to move around a page, and from one webpage to another? Would a new user be comfortable?	<table border="1"> <tr> <td>Excellent</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Poor</td> </tr> </table> <input type="checkbox"/> Search <input type="checkbox"/> Whole site <input type="checkbox"/> By category	Excellent	1	2	3	4	5	Poor
Excellent	1	2	3	4	5	Poor		
Graphic Design How is graphic design in terms of visual appeal? Is there too little or too much on the webpages? Describe the screen.	<table border="1"> <tr> <td>Excellent</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Poor</td> </tr> </table> <input type="checkbox"/> Pleasing color combinations <input type="checkbox"/> Organized websites <input type="checkbox"/> Columns <input type="checkbox"/> Scrollable frames	Excellent	1	2	3	4	5	Poor
Excellent	1	2	3	4	5	Poor		
Originality How much of the material is original, i.e., produced/written first-hand?	<table border="1"> <tr> <td>Excellent</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Poor</td> </tr> </table>	Excellent	1	2	3	4	5	Poor
Excellent	1	2	3	4	5	Poor		
Current Relevance & Format of Materials Are materials updated and current? Are there downloadable texts? Which formats?	<table border="1"> <tr> <td>Excellent</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Poor</td> </tr> </table> <input type="checkbox"/> Adobe Acrobat PDF Format <input type="checkbox"/> Organized webpage format <input type="checkbox"/> Text format <input type="checkbox"/> Printable format	Excellent	1	2	3	4	5	Poor
Excellent	1	2	3	4	5	Poor		
Accuracy Are materials technically accurate?	<table border="1"> <tr> <td>Excellent</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>Poor</td> </tr> </table>	Excellent	1	2	3	4	5	Poor
Excellent	1	2	3	4	5	Poor		

Commercial Interests <input type="checkbox"/> Professional/non-profit without advertising <input type="checkbox"/> Professional/non-profit with advertising <input type="checkbox"/> Commercial <input type="checkbox"/> Other	Advertisers' Profile
Links to Other Resources/Websites <input type="checkbox"/> None <input type="checkbox"/> A few, but token <input type="checkbox"/> Many links but few useful ones <input type="checkbox"/> A few, but useful links <input type="checkbox"/> Many useful links	Remarks
Geographical/Issue Coverage <input type="checkbox"/> Practically all articles limited to issues relevant only to developed countries <input type="checkbox"/> Articles mostly about developed countries but with some coverage of developing country issues <input type="checkbox"/> Fair coverage of developing country issues <input type="checkbox"/> Strong coverage of developing country issues	Remarks
Journal Articles <input type="checkbox"/> Not applicable <input type="checkbox"/> Available on website <input type="checkbox"/> Available through outside search <input type="checkbox"/> Abstracts <input type="checkbox"/> Full text – selected articles <input type="checkbox"/> Full text – all articles	Remarks
Language Level <input type="checkbox"/> Too specialized <input type="checkbox"/> Mainly for health professionals <input type="checkbox"/> Can be handled by lay persons with some effort <input type="checkbox"/> Can be handled by lay persons with ease	Remarks

Evaluated by	
Date	

Search Engines

Search engines are tools used to do research on the Internet. A search engine is a program that indexes documents and matches documents relevant to a user's search requests.

There are search engines that focus on specific subjects, regions, and countries. Below are some criteria to help you assess the value of various Internet search engines. You can obtain most of this information by checking the site and going to a page, which tells you about the engine (e.g. "About Yahoo!"). Examples of search engines are: Yahoo.com, Google.com, and AltaVista.com.

How is the engine's database created?

- ☐ Manually maintained by people who add sites to the database – this usually results in a more reliable database.
- ☐ Automated "spiders" crawl through the Internet and return pages to be added to the database.

What is the content of the database?

- ☐ References only to web pages
- ☐ References to web pages and other Internet resources such as FTP (File Transfer Protocol) sites, software, images and sounds
- ☐ Special focus such as business sites or directories of people and organizations

How often is the database updated? Some websites indicate the date when the site was last updated

- ☐ Hourly
- ☐ Daily
- ☐ Weekly
- ☐ Unknown

Where does the engine look for search terms?

- ☐ Only in the titles of web documents
- ☐ Throughout the full text of web documents
- ☐ URLs
- ☐ Links in web documents
- ☐ Some combination of the above

What kind of search mechanisms are provided, and how easy are they to use?

- ☐ "Fuzzy and," which means the documents with any or all of the search terms are found
- ☐ Full Boolean search capabilities, which means that the user can control the use of "and," "or", and "not"
- ☐ Phrase searching
- ☐ Truncation features
- ☐ Keyword searching, concept searching, or both
- ☐ Some search engines allow you to limit the results of the search, i.e., images or sounds only, etc.

What value-added or extra information is provided?

- ☐ Descriptions of the resources found
- ☐ Relevancy ranking
- ☐ Links to similar pages and related information
- ☐ Ratings of the references returned
- ☐ Links to other search engines for additional search

If the site rates the material in the database, what do the ratings mean?

- ☐ What standards are used to determine the ratings: quality of content, design, or organization?
- ☐ Who provides the ratings?

How long does it take to perform a search?

- ☐ What is the capacity of your PC?
- ☐ What is the speed of your ISP?
- ☐ Does it contain large files such as graphics?

What kind of "help" is provided?

- ☐ Instructions on how to use the search engine and to refine your searches
- ☐ Information to help you learn more about the search engine
- ☐ Some search engines have instructions or help pages to guide the user. Look for "advanced search" or "how to use links".

Source: What's New, 1999, Johns Hopkins University

Step 2. Obtaining Resources – Where and How

In the consultations, most of the participants raised lack of funds among the obstacles in acquiring materials for the resource center. They mainly rely on donations or free materials, ending up with materials that may not be useful. There are many ways to acquire good materials without having to buy them. However, it is sometimes worth investing in good materials if they are really useful.

Where to Obtain Resources

In searching for materials, there are several sources that you could go to. This guide helps you to identify the organizations that are present in almost every country which could serve as the basic sources of information materials. When searching for information materials, check any of the following:

- a. Non-government organizations working on reproductive health, HIV/AIDS, women's concerns, and other related issues.
- b. Government organizations such as the Department of Health; Department of Social Services, Department of Education, and others.
- c. Multi-sectoral AIDS Councils, local and national councils, reproductive health networks.
- d. Public libraries – public libraries may have a wide range of materials, but if you spend time searching their collection you may be able to see what you might need.
- e. International agencies such as UNAIDS, UNDP, WHO, etc.
- f. Telephone hotlines – they can refer you to organizations which provide informational materials.
- g. Internet – provides a wide range of information. Although many are free, some websites may charge subscription fees before you can avail yourself of the information they provide (e.g. journal subscriptions). Be aware of good sites. A sample evaluation form for websites is provided in pages 12-14.
- h. Universities and colleges – big universities and colleges receive bulk copies of donated materials from their alumni, but sometimes these are not relevant to them. They might be willing to donate these materials to whoever is interested.
- i. Conferences – if you or your colleagues are attending conferences, you will find many quality materials for free or discounted rates.
- j. Your own friends and contact persons – they may be able to refer you to other information sources

Adapted from: Essential AIDS Information Resources Asia Pacific Edition. HAIN, 2001.

Bibliographies or Listing of Materials and Suppliers

Bibliographies are good sources of information materials because they are organized, provide complete information, and have topical focus. We have compiled some publications that list free and low cost information materials. You may write to the publishers for the updates of these lists.

Print

1. Essential AIDS Information Resources, Asia Pacific edition. Quezon City: Health Action Information Network, 2001. (may be downloaded from www.hain.org)
2. Free International Newsletters on Health and Development and Recommended Journals on Subscription. London, Healthlink Worldwide, 2000.
Write to: Healthlink Worldwide, #56-64 Leonard Street, London EC2A 4JX, UK.
Tel: +4420-7549 0240 Email: info@healthlink.org.uk
3. The List of Free Materials in Reproductive Health. USA: Intrah Publications Program, University of North Carolina at Chapel Hill, School of Medicine, 1999.
Write to: Intrah Publications Program, University of North Carolina at Chapel Hill, School of Medicine
1700 Airport Rd., Suite 300, CB 8100 Chapel Hill, North Carolina 27599, USA

CD-ROM

1. Canadian HIV/AIDS Resources. Ontario, CA: Canadian HIV/AIDS Clearinghouse, Canadian Public Health Association, 2001.
Write to: Canadian HIV/AIDS Clearinghouse, Canadian Public Health Association, 1565 Carling Ave., Suite 400, Ottawa, Ontario K1Z 8R1, Canada.
Tel: +613-725 3434; Fax: +613-725 1205; Email: aidssida@cpha.ca
2. POPLINE. May be requested from The Johns Hopkins University, Population Information Program, 111 Market Place Suite 310, Baltimore, Maryland, 21202-4012, USA. Also available from www.popline.org
Tel: +410-659 6300; Fax: +410-659 6266; Email: popline@jhuccp.org
3. The FHI Website on CD. USA: Family Health International, 2001.
Write to: 2101 Wilson Blvd., Suite 700, Arlington VA 22201, USA.
Tel: +1703-516 9779; Fax: 1703-516 9781; Email: cdrom@fhi.org

Websites

Websites provide a lot of downloadable information of all types and forms. Just like in research, you need to be patient in finding what you need. You should learn to use search engines and perform proper search techniques to be able to access the information that you really need. Please see page 15 for tips on search engines.

A. www.aegis.com

AIDS Education Global Information System (AEGIS) – an online library on HIV/AIDS. It is a very comprehensive source of HIV/AIDS information on the Internet. Information is grouped by general topic and each topic contains articles and/or links about HIV/AIDS culled from various sources. Articles are easy-to-read and many are in question-and-answer format or bullet-style. Features step-by-step instructions on how to do an Internet search which can easily be used to search for information both on the site and for the rest of the world wide web.

B. www.thebody.com

A comprehensive site dealing with all aspects of HIV/AIDS and other STDs. It mainly serves as a catalogue of other resources, but has a number of useful materials on the site. Has an online journal—the *Journal of the International Association of Physicians in AIDS Care* (IAPAC)—and an online magazine—*POZ*—which discusses issues affecting persons with HIV/AIDS. The current issue and an archive of past articles are available.



Many newsletters provide a good listing of resources that are available for free or at a low cost.

C. www.teenfad.ph

Aims to help young people develop their full potential through proper value formation. Encourages young people to review the traditional values and attitudes, and to evaluate behavioral situations and relationship issues including sexuality, so that they can make “correct decisions.” Has an online library of articles, academic papers, feature articles and email counseling services.

D. www.hain.org

A non-government organization involved in health education and research. HAIN is involved in a wide range of health and development issues including reproductive health and the appropriate use of medicines.

E. www.healthlink.org.uk

Healthlink Worldwide works to improve the health and well-being of disadvantage and vulnerable communities in developing countries, by working in partnership to strengthen the local provision, use and impact of health communication and to support advocacy initiatives to increase participation and inclusion. Healthlink Worldwide is a partner in Source, an international information support center designed to strengthen the management, use and impact of information on health and disability.

F. www.fhi.org

It contains full-text articles on HIV/AIDS and reproductive health. The site features training modules, book excerpts and technical reports about their ongoing and completed research. It has a good balance of multilingual articles from its two online magazines (*IMPACT on HIV* and *Network*) that discuss issues relevant to developed and developing countries.

How to Obtain Free or Low-cost Materials

1. Request gifts or donations

There are many organizations that produce and distribute materials for free especially if you are from developing countries. There are organizations as well that sell publications but are willing to donate if you will be able to justify the use of materials. Another strategy is by proposing to write a book review, then publish the review in your newsletter or website.

2. Exchange

You may propose an exchange of publications or materials if you produce your own.

3. Buy

Non-government organizations usually produce materials that are available at a low cost. They also give special rates to developing countries upon request. Review your budget carefully, re-align expenditures or negotiate with your supervisor.

Requesting materials

Whenever you request materials, you should always state your organizational affiliation, your purpose for writing, and why you are interested to receive their materials. If you find the materials expensive, you may tell them of your financial limitations. Most organizations are willing to give free copies as long as you justify their use.

In addition, if the materials are for sale, you can propose an exchange of publications. If this is not possible, and if you are willing to buy the publication but are not sure if it's worth the price, you can request an examination copy. The publisher often allows you to examine a material for a few weeks before you finally decide to buy it. If after examination you decide that you do not want to buy the material, you may return it without any obligation on your part.

Figures 3 and 4 are sample letters of request to the publisher – both for free materials and for a review/examination copy. When ordering or requesting materials from publishers, always give the complete details of the publications that include the following:

- Title of the publication
- Author or editor (if available)
- ISBN or International Standard Book Number for books (if available)
- ISSN or International Standard Serial Number for newsletters and journals
- In some cases, code number is required (provided by the publisher)
- Date of the publication

Figure 3 Sample letter of request

February 20, 2004

Miss Joyce Valbuena
Publications Coordinator
Institute for Adolescent Health
26 Sampaguita Ave.
Quezon City, Philippines

Dear Ms. Valbuena,

I am from the National Council for Youth, a national organization working with youth on sexual and reproductive health issues. I work as a peer educator and I would like to request a free copy of your publication/s listed below:

1. Assessing and planning for youth-friendly reproductive health services, 2002.
ISBN 971-2345-6
2. Monitoring and evaluating youth oriented reproductive health services, 2002.
ISBN 971-5678-9

The publications will be useful in planning future activities and quality services for our youth. It will also help us assess the impact of our work among the youth.

Thank you very much and we look forward to your reply. Please contact us if you need any clarifications.

Sincerely,

Laura Sanchez
Assistant to the Librarian

Note: Always keep a copy of the letter for your record for follow-up.

Figure 4 Sample letter of request for a review/examination copy of the book.



You may follow up on requests if necessary, but give reasonable time before following up. Acknowledge receipt of materials immediately.

February 20, 2004

Miss Joyce Valbuena
Publications Coordinator
Institute for Adolescent Health
26 Sampaguita Ave.
Quezon City, Philippines

Dear Ms. Valbuena,

I am from the National Council for Youth, a national organization working with youth on sexual and reproductive health issues. I work as a peer educator and I would like to request a review/examination copy of your publication/s listed below:

Reproductive health in developing countries : a guide to conducting research, 2000
ISBN: 345-7890-1

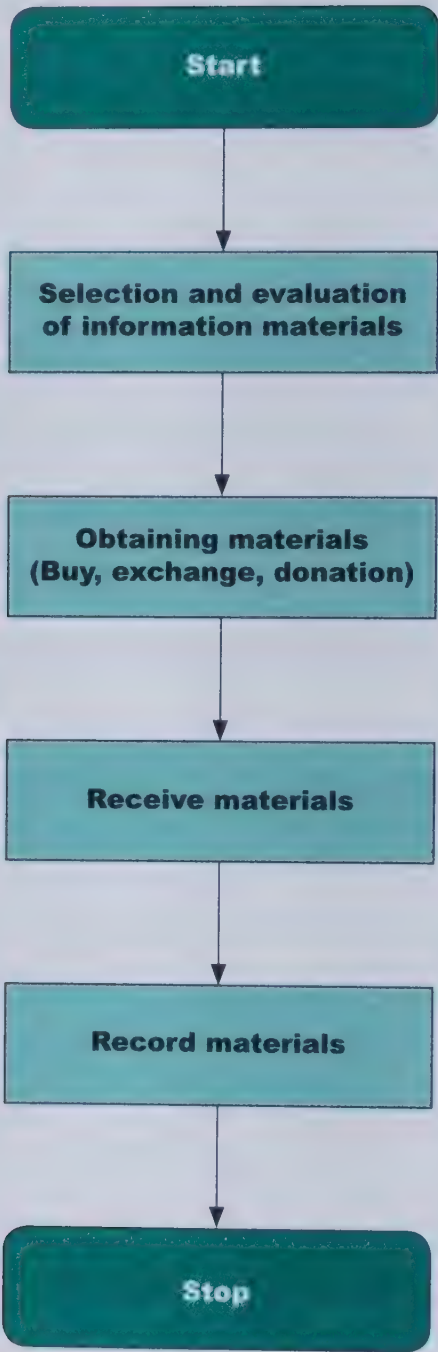
Thank you very much and we look forward to your reply. Please contact us if you need any clarifications.

Sincerely,

Laura Sanchez
Assistant to the Librarian

Note: Always keep a copy of the letter for your record for follow-up.

Figure 5 Summary of steps in obtaining materials



Step 3. Receiving and recording information materials

1. Receiving

Before anyone borrows your new materials, it is important to record them first to secure them. Following are the steps in recording your materials.

- Materials usually come with an invoice or a list of materials that are being delivered. Check the materials in the package against the invoice or list.
- If you ordered the materials, check the invoice against your letter of request or order list.
- Write down the date of receipt.
- Check for damages in the materials
If you find any damages to the materials delivered, return them immediately to the supplier, along with a letter explaining why you are returning the materials. Take note of the date when you returned the materials and attach it to the order list and keep it for record. Report lost materials as well and request a replacement.
- Stamp the date of receipt and name of your organization on the material to indicate ownership. It is up to you to decide where to place the stamp of ownership, but it is usually on the inside of front and back cover of the book, the title page, and the copyright page. Make sure that the stamps are located in the same areas for all materials. Do not stamp over important information on the material such as the title or author.
- Multimedia materials such as videos, audiocassettes, posters, and other visual materials are stamped with ownership too.

2. Recording

Record your materials as soon as you receive them. It is important to keep a record of all the materials in your resource center for monitoring. There are two ways of recording your materials. You may either keep one record for all types of materials or you may provide one record for each type of material. The materials are generally classified into the following categories.

- a. Books – includes monographs or books in series
- b. Periodicals – includes journals, newsletters, magazines
- c. Non-print materials – includes VHS tapes, VCDs, slides, cassette tapes, etc.
- d. Vertical file—loose materials such as reprints of articles, pamphlets, brochures, reports, and training/seminar handouts

a. Books

The following are the steps in recording a book:

- a.1. Record your books in a logbook or notebook, also called the accession record, and assign an accession number for each volume. The accession number is assigned chronologically. For titles with multiple copies, you should assign a different number for each copy. An accession number would look like this:

00001 – accession number of the first book that you received
00002 – 2nd book, and so on.

You may also use this format:

2003-00001 – indicating that it is the first book you received for the year 2003.

SECRET PAGE

For security purposes, select a particular page or pages (E.g., pages 12 and 72) where you can stamp the accession number and ownership. This is called the secret page. The secret page should be the same for all the books in your collection.

In assigning the accession number, you may start with number one at the start of each year. This is helpful when conducting an annual inventory because you can easily identify the number of books you have received for the year.

a.2. Stamp or write the accession number on the following parts of the book:

- Inside front cover
- Title page
- Copyright page
- Inside back cover
- Secret page

a.3. When recording a book in your accession record, write down the following information

- Title
- Author or editor
- Date of receipt
- Publication details including number of pages (minutes for videos and audiotapes, or frames for slides)
- Price of the book if you purchased it
- If donated, indicate the donor
- Number of copies received and their corresponding accession numbers.

Figure 6 Sample Accession Record

Acc. no.	No. of copies	Date of Arrival	Title	Author	Notes
0001	1	01/12/2001	Where there is no doctor, 1999	Werner, David	Gift
0002	3	01/15/2001	Shattering the myths, 1998	Tan, Michael L.	P150.00 each
0003					
0004					

Note: You may follow the same steps above for non-print materials such as VHS, cassettes, VCDs, and slides.

b. Periodicals

Periodicals like newsletters, magazines, and journals are recorded in an index card. The record should provide space for the following information:

- Title of periodical
- Frequency or how often the periodical is published
- Year/Date you started receiving the periodical
- Publication details including address of the distributor
- Date of renewal

Sample Periodical Record Sheet

Title: AIDS Action Asia Pacific					
Year/Date started: 1994			Frequency: Quarterly		
Publisher/Distributor: Health Action Information Network					
Address: 9 Cabanatuan Rd., Philam Homes 1104, Quezon City, Philippines					
Year	Volume No.	Issue No.	Year	Volume No.	Issue No.
1994	25				
	26				
	27				

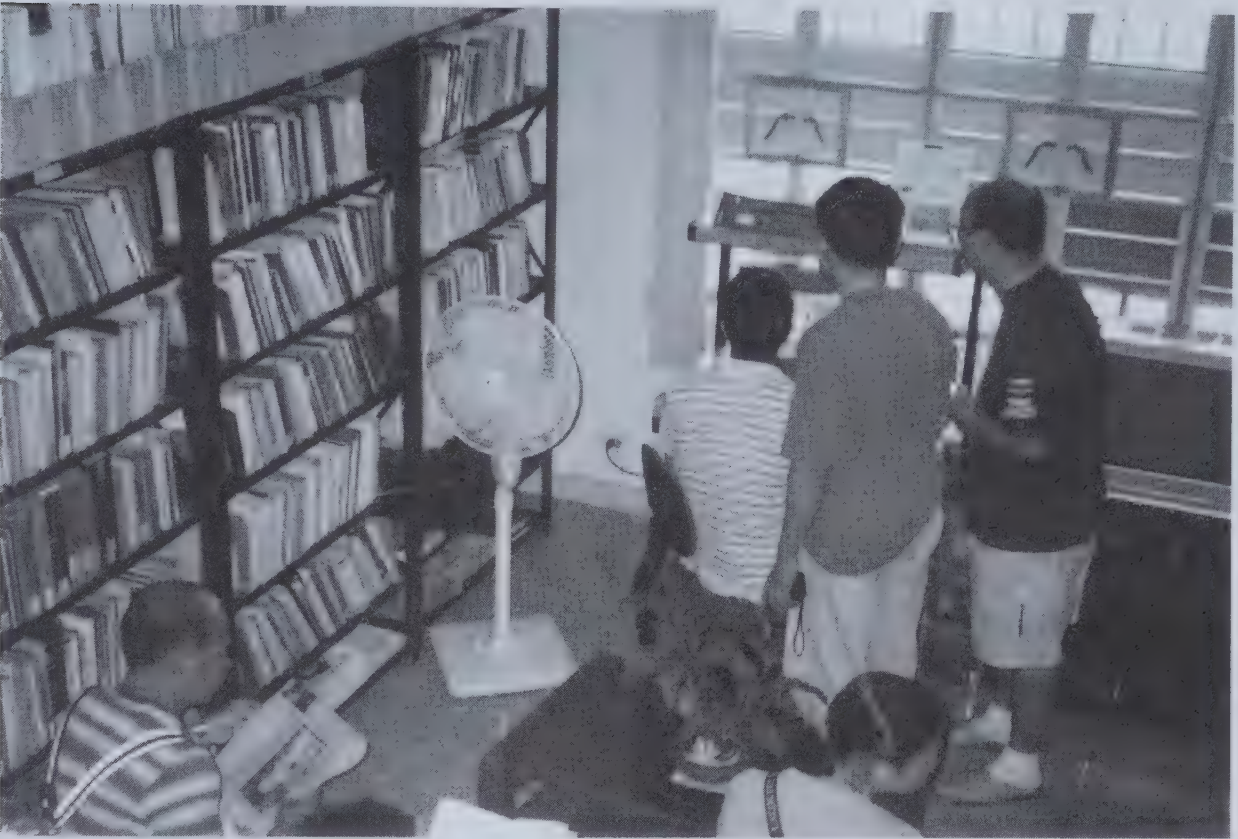
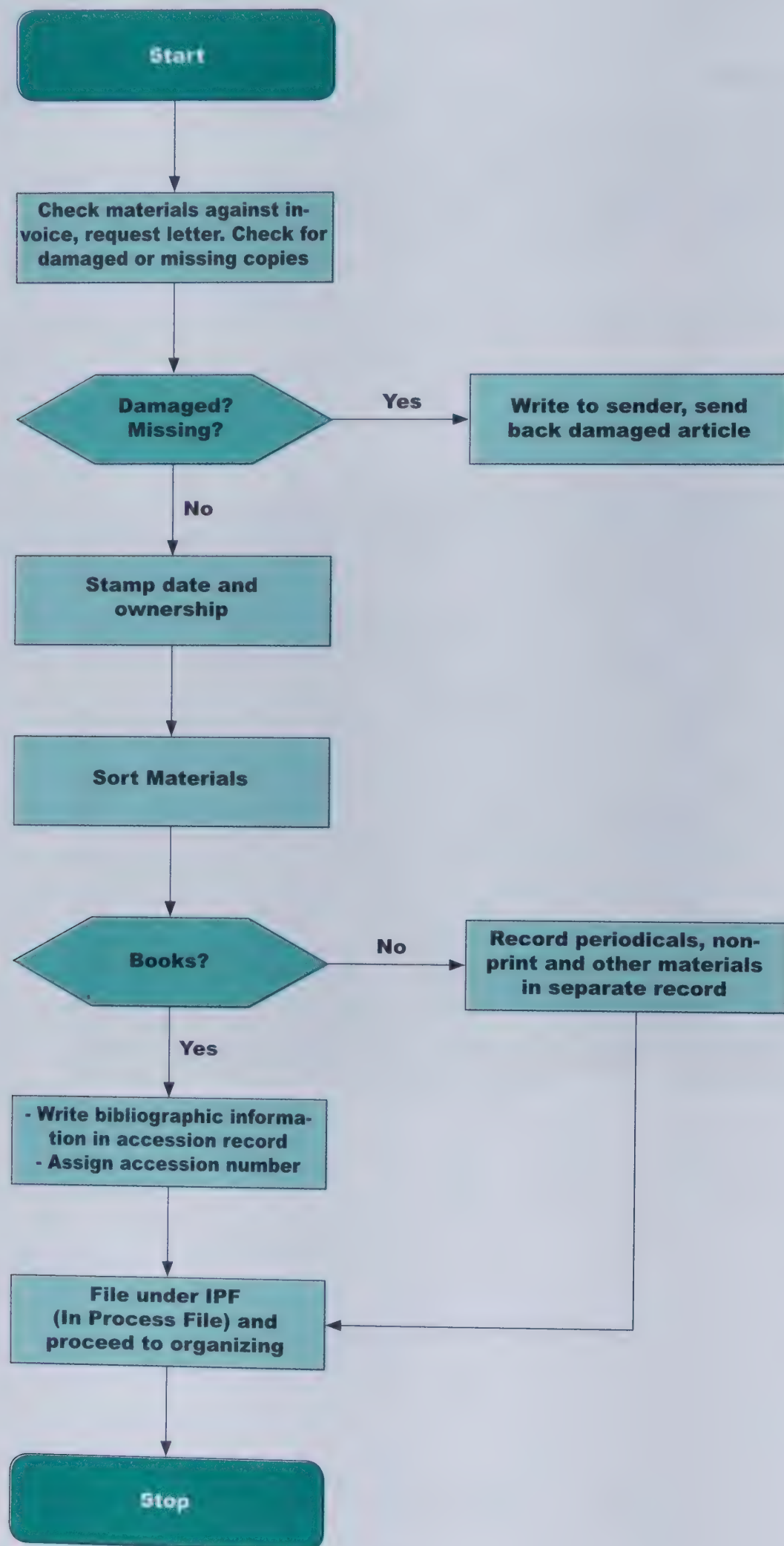


Figure 7 Summary of Steps in Receiving and Recording Information Materials



Organizing the Collection

Organizing the Collection

Access to information materials in your resource center and effective information delivery depends largely on how you organize your collection.

For beginners, organizing your collection may be a tedious process, but once you have established your system everything becomes easier. The process that you may adapt varies. Generally, materials are sorted by type or format and are arranged by subject. Some organizations prefer to group all types of materials under one subject category.

There are two basic components in organizing the collection – **cataloging** and **indexing**. Following is the step-by-step guide in organizing the collection but at the same time provides room for expansion, innovation and flexibility.

A. Cataloging and Classification

This section will discuss some basic guidelines on how to catalog and establish your classification system. Some of you may already have established your own classification system but may choose to modify it or change it. Take note that whatever system you decide to use, it is important that the system will facilitate easy retrieval and location of materials.

Step 1. Cataloging

Cataloging is the process of identifying the bibliographic information of a book.

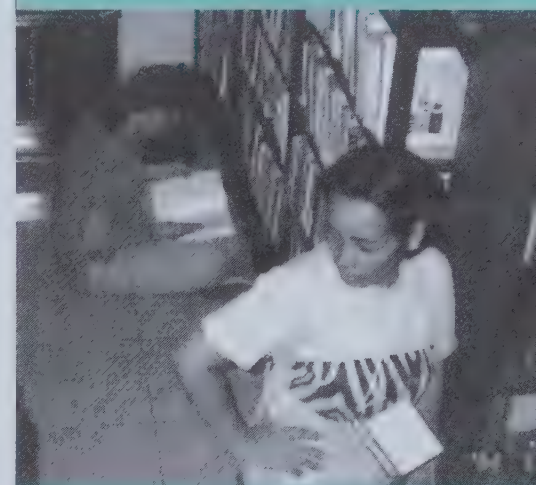
What are the bibliographic information that you need to identify?

- Title of the book
- Author
- Editor/Edition
- Publisher
- Place of publication
- Date of publication
- Number of pages

Where can you find the bibliographic information in a book?

Most of the information mentioned above is usually found on the title page. This is usually the first page of the book after the cover. If some information are not provided on the title page, you can check the copyright page which is at the back of the title page. Please see next page for the Sample Copyright Page.

Write down all the information on a cataloging form, either a sheet of paper or index card - provide one for each title. Please see sample cards on pages 33-35 for suggested format.



Gender Budget Trail: The Philippine Experience

Edited by Debbie Budlender, Maribel Buenaobra,

Steven Rood, and Marie Sol Sadorra

Book and cover design by Sadidaya Disenyo

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National Library of the Philippines

Cataloguing-in-Publication Data

Recommended entry:

Gender budget trail : the Philippine experience /

edited by Debbie Budlender ... [et al.].-

Makati City : Asia Foundation, c2001

l v

1. Local government – Philippines – Appropriation and expenditure. 2. Budget – Philippines

I. Budlender, Debbie

HJ9111 352.125'2'09599 2001 PO 12000025

ISBN 971-92445-0-X



Do not change your classification system once you have established it, especially if it works for you.

The types of materials that are usually cataloged and classified by subject are books. Many get confused as to when to categorize a material as a book. The general rule is that any publication that has more than 40 pages is considered a book. You may set the limit yourself up to 100 pages if you think this is more suitable. And anything less than what you have set will fall under vertical files.

Step 2. Assigning subjects/keywords

Identifying and assigning the subject/keyword requires analysis and a good understanding of the subject coverage of a book. It also requires time, effort and patience. In assigning the subject, you also need a Subject Headings List that would serve as your reference in assigning subjects.

You don't need to read the entire book to analyze its subject coverage. You may consult the following parts of the book to get an idea of what is being discussed:

- Introduction
- Abstract
- Table of contents
- Description (usually located at the outside back cover)

What is a Subject Headings List?

It is an alphabetical listing of terms that serves as your guide in assigning a subject that best describes the contents of a book. The list provides you a set of standard terms that guides you to maintain consistency in all your subject headings.

Depending on the coverage of your collection, the list may contain general and/or specific terms. The list should also describe or provide some explanations of the terms listed there.

How do I obtain a Subject Headings List?

There are different ways of obtaining a Subject Headings List. Some suggestions are:

- Use an existing list
- Adapt from an existing list
- Develop your own subject headings list

Use an existing list

A number of subject headings lists are commercially available, and you may choose to purchase them. However, they may be expensive for organizations with limited resources or complicated for untrained staff. Some may not be appropriate for your collection.

Examples of existing lists are *The Library of Congress* (popularly used by universities), *Sears List* (popular in school libraries and organizations with small collection), and the MeSH (Medical Subject Headings, which is used by World Health Organization). However, the terms that are used by NGOs are sometimes not reflected in these commercial subject headings lists. For example, the phrase "men who have sex with men" does not exist but you may choose to use this term as a subject because it is the phrase that best describes a book and more appropriate for the objectives of your organization. Sears List may be too general as well, and MeSH may be too medical for NGO use. You may also refer to other organizations' subject headings list, conferences' list of subjects, publishers' catalogs and/or indices, etc.

Adapt from an existing list

You may adapt terms that are listed in an existing list and modify it to suit your needs. For example, if you wish to adapt a conference's list of subjects on reproductive health, you may choose to modify it by deleting and adding more subjects.

Develop your own list

Developing your own list needs careful selection of terms. To start developing your own subject headings list:

1. Identify and write all the terms or subjects that describe your collection. Write the terms on a 3"x5" paper or index card, one card for each term. You usually encounter these terms in your own work environment. Provide a short description of the subject if necessary. For example, when do you use reproductive health and sexual health? A clear definition will avoid confusion on the proper use of terms later.

2. Group all related, synonymous terms and decide which term to use. Be consistent with the use of terms. For example, the following phrases are all correct but for the purpose of consistency, which do you prefer to use or which is more appropriate?

PWAs – Persons with AIDS

PWHA – People with HIV/AIDS

PLWHA – People Living with HIV/AIDS

3. Arrange the terms or subjects alphabetically

You may add/revise the list periodically to update it.

In cases where you identify similar terms, do not eliminate these terms; instead, use the **Cross-reference** technique.

Cross-reference

Cross-reference means to lead one term to another. In establishing or developing a subject headings list, it is common to have subjects that are synonymous. See example below:

STDs (Sexually Transmitted Diseases)

STIs (Sexually Transmitted Infections)

Both subjects are valid and are interchangeable. To maintain consistency on the use of terms, you should select only one. This means that, when you list your materials on those topics, you don't need to list them under both topics. Use the cross reference technique instead. For example, if a person searches for STIs but you use STDs and all your materials are listed under STDs, a cross-reference technique is applied. Please see example below:

Example 1

STIs (Sexually Transmitted Infections) See STDs

STDs (Sexually Transmitted Diseases)

Sexually transmitted disease: You may have it, but you don't know about it by Feliciano, A N, 1990 [RC200 F44]

The sexually transmitted disease: current approach by Wistreich, G A, 1992 [RC200.1 W57]

Training manual for sexually transmitted diseases, 1994 [RC200 T73]

Example 2

Appropriate use of medicines See Rational drug use

This technique will help you organize your list and your collection, and allows multiple access to the collection by using different terms.

In some cases, a broad topic can be broken down into more specific sub-topics. For example:

Example 1

Main topic

Subtopic 1

Subtopic 2

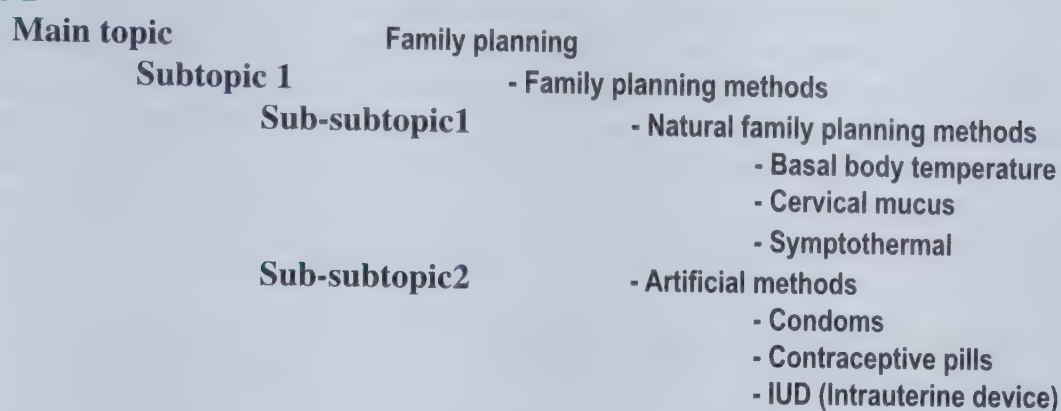
Homosexuals

- Gays

- Lesbians

You may break subtopics into even more specific sub-subtopics:

Example 2



Note: In some cases, subtopics may also be used as main topics depending on the subject coverage of a material. In the example above, the term “condoms” is classified as a subtopic, however, if a book focuses on condoms, then the term “Condoms” should be used as main topic. Indention designates hierarchy of terms – from broader to narrower terms.

Step 3. Classification

Classification is the process of assigning codes or call numbers that correspond to the topic of the book. Classification schemes are useful tools that guide you in organizing your collections logically and maintaining consistency in assigning call numbers. Call numbers serve as the “address” of the book on the shelf. In assigning call numbers or in classifying materials, you have the following options:

- Use an existing classification scheme
- Adapt an existing classification scheme
- Develop your own classification scheme

Use of existing classification scheme

There are various classification schemes to choose from, and some are available commercially. The examples discussed below do not indicate recommendation or preference.

a. LC (Library of Congress Classification Scheme)

This system was developed by the Library of Congress and it is used by libraries with big collections like universities. This system uses alphanumeric codes for classification. This means the codes used for the books consist of both numbers and letters. Ex. RA 440 for Health.

b. DDC (Dewey Decimal Classification)

This classification system is ideal for small collections such as grade school libraries, high school libraries, and even resource centers of non-government organizations. It is a straightforward scheme that allows you to use numbers only.

These classification systems are commercially available. The *Library of Congress Classification System* and the *Dewey Decimal System* are both available in book and in CD-ROM versions. Using these classification systems is convenient because it provides you with a ready set of subject areas and corresponding codes. A disadvantage of commercial Classification Schemes is that the subject areas are too general. If your organization deals with specific issues, for example HIV/AIDS, and the materials that you decide to collect are mainly on this topic, these classifications may not contain the specific subjects or topics that you need.

Technical assistance for both systems of classification is available on-line at www.oclc.org/dewey and www.loc.gov.



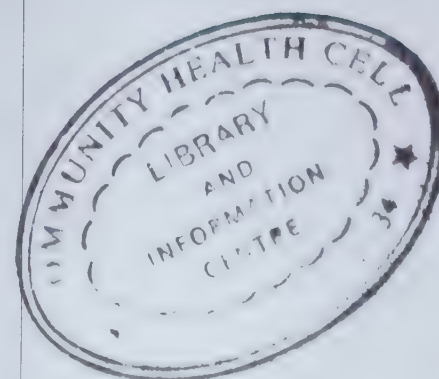
In establishing your Subject Headings List, it is important that you are familiar with your collection's subject coverage. Make sure that the terms you are using are appropriate and gender and culturally-sensitive. It would be helpful to discuss the terms you intend to incorporate in your list with your colleagues. And while discussing, consider the context and the culture from which you derive the terms. It will be helpful as well if you consider using local language just in case English is not commonly used in the community that you serve.

USE OF LOCAL TERMS

If your resource center is located in an area where English is not the primary language, it will be helpful to use local terms for some terms and provide their English translations.

For example:

Hilot (Traditional Birth Attendant)



Adapt an existing Classification Scheme

You may choose to adapt an existing Classification Scheme that would suit your needs. Some resource centers develop their own Classification Scheme and make it available for others to use. There are some NGO Resource Centers that have developed their own classification scheme. Oftentimes their collections are specialized or focused on particular topics or issues like HIV/AIDS, women's issues and so on. As an alternative to the commercial tools, you may wish to consult these organizations and ask for assistance on how to replicate their classification scheme in your own setting. You may choose to use these existing Classification Schemes and adapt them to your needs.

Developing your own classification scheme, just like creating your own Subject Headings List, needs careful planning. It will be helpful if you have already established your subject headings. By referring to your subject headings, assign codes or numbers to the subject as shown below. You can combine letters and numbers as codes.

a) For each major subject area assign a number called call number.

Ex. Family Planning ----- 1.0

b) Assign a number for each subtopic as well, as shown below:

Ex. Family Planning----- 1.0
 Contraceptives----- 1.1
 IUD----- 1.10
 Condoms ----- 1.11

Note: Indentation indicates subtopics and sub-subtopics. The number after the decimal point corresponds to the codes assigned to a subtopic. When creating your own scheme, always give allowance for additional topics later.

Assigning a call number

The call number you assign depends on your choice of the classification scheme to use or adapt. Remember that a call number corresponds to the subject coverage of a book. It also serves as the address of the book on the shelf. Here are the steps to follow in assigning a call number:

a. Identify the main subject coverage of the book using your subject headings list. Select the number or letter assigned to that subject and write it on the paper where you have written your bibliographic information.

b. You may also assign a code for the author, usually the first two letters of the surname; if the author is an organization the acronym is used. (This step is optional)

c. In some cases, you will find a revised edition of a book. You should assign the same call number to the revised edition but add the year and/or edition of the book. For example:

1st edition:	2nd edition:
RA	RA
440	440
	2003

Preparing the books for circulation

After you have classified the books, prepare them for shelving and for use. The process includes producing cards, storing and filing cards, labeling of books, and shelving.

Step 4. Producing cards

In the absence of an electronic database, producing cards will ensure easy access to your collection. Cards serve as guides to the collection. They contain the bibliographic information of a book. Cards are produced in 3"x5" index cards. For one book, you need to produce several cards to allow access to the collection. There are several kinds of cards:

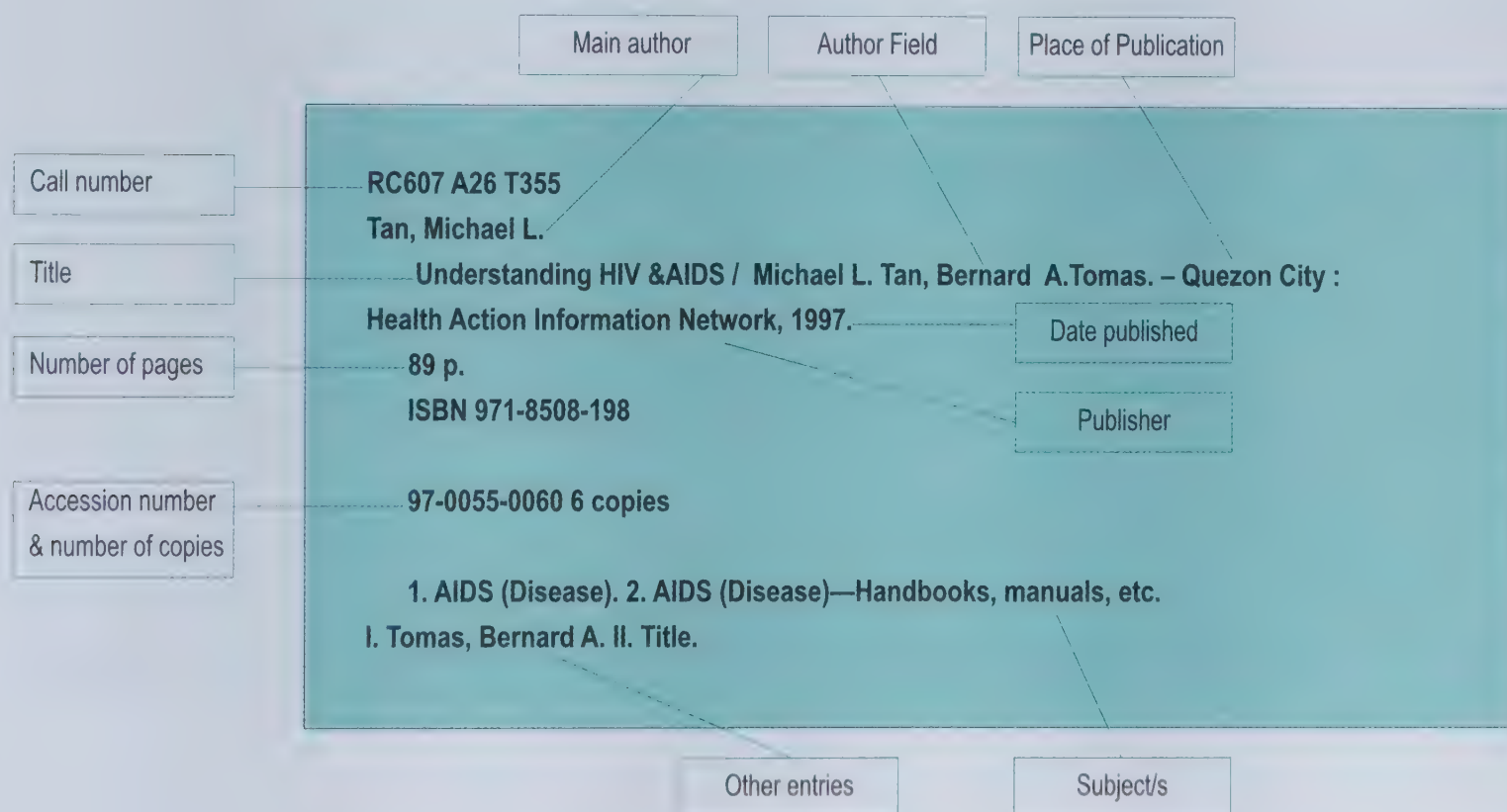
- Shelf list card
- Subject card
- Title card
- Author card
- Book card

Note: If you intend to record or store your book's bibliographic information in a computer database, you don't need to produce all these cards, except for shelf list and book cards. Please see the section on Chapter VII on Using Computers in the Resource Center. The following is a description of each card and its functions.

Shelf List Card

The shelf list card serves as the master copy of all cards. It contains all bibliographic information pertaining to the book. It is used for inventory purposes and arranged by call numbers. It also reflects the arrangement of the books on the shelves. Moreover, it indicates the number of copies available, and other information about the book. For revised editions, a separate shelf list card is produced. Only resource center staff have access to the shelf list file.

Figure 8 Sample Shelflist Card



Subject Card

This card allows you to search books by subject. The Subject card is almost identical to the shelf list card because they both contain all the bibliographic information. The only difference is that you will type the subject of the book in bold capital letters on the uppermost part of the card so that it is easily seen. One card is produced for each subject.

Figure 9 Sample Subject Cards – two cards are provided because there are two subjects.

AIDS (DISEASE)
RC607 A26 T355 Tan, Michael L. Understanding HIV &AIDS / Michael L. Tan, Bernard A. Tomas. – Quezon City : Health Action Information Network, 1997. 89 p. ISBN 971-8508-198
1. AIDS (Disease). 2. AIDS (Disease)—Handbooks, manuals, etc. I. Tomas, Bernard A. II. Title.

AIDS (DISEASE)—HANDBOOKS, MANUALS, ETC.
RC607 A26 T355 Tan, Michael L. Understanding HIV &AIDS / Michael L. Tan, Bernard A. Tomas. – Quezon City : Health Action Information Network, 1997. 89 p. ISBN 971-8508-198
1. AIDS (Disease). 2. AIDS (Disease)—Handbooks, manuals, etc. I. Tomas, Bernard A. II. Title.

Title Card

This card allows you to search books by title. It is also identical to the shelf-list card with its title typed at the uppermost part of the card. Titles may be typed using bold capital letters.

Figure 10 Sample Title Card

<p>UNDERSTANDING HIV & AIDS</p> <p>RC607 A26 T355</p> <p>Tan, Michael L.</p> <p>Understanding HIV & AIDS / Michael L. Tan, Bernard A. Tomas. – Quezon City : Health Action Information Network, 1997.</p> <p>89 p.</p> <p>ISBN 971-8508-198</p> <p>1. AIDS (Disease). 2. AIDS (Disease)—Handbooks, manuals, etc.</p> <p>I. Tomas, Bernard A. II. Title.</p>
--

Author card

This card allows you to search books by author. Also identical to shelf-list card, but this time type the author's name at the uppermost part of the card. When typing the author's name, you should start with the surname, followed by the first name and middle initial. Aliases of the author may also be used as access points.

Figure 11 Sample Author Card

<p>TOMAS, BERNARD A.</p> <p>RC607 A26 T355</p> <p>Tan, Michael L.</p> <p>Understanding HIV & AIDS / Michael L. Tan, Bernard A. Tomas. – Quezon City : Health Action Information Network, 1997.</p> <p>89 p.</p> <p>ISBN 971-8508-198</p> <p>1. AIDS (Disease). 2. AIDS (Disease)—Handbooks, manuals, etc.</p> <p>I. Tomas, Bernard A. II. Title.</p>

Book card

This card will be used when the book is borrowed. It contains the following information - the title, call number and the accession number. It should provide a space for the name of the borrower, date borrowed and date returned. The standard size for the book card is

Figure 12 Sample Book Card

[illegible]

Step 5. Storing and Filing cards

The cards may be filed in boxes or in a card catalog that will accommodate the cards and allow for easy browsing. Have a separate box with proper labels for each type of card.

Subject cards

Should have its own box and cards are arranged alphabetically

Author and Title Cards

Should be interfiled and stored in one box only, arranged alphabetically

Shelf-list cards

Must be kept in the Librarian's office because it is your master file copy. Cards are arranged by call number just like books on the shelf.

Book cards

Inserted in the book pocket pasted at the inside back cover of the book. The borrower signs this card. The card is then removed from the book and filed. It is returned to the book pocket as soon as it is returned. If you don't have a database for borrowers, the book card is your basis for tracing the last borrower when necessary.

Step 6. Labeling and pasting book pockets

Paste book pockets at the inside cover of the book where you will insert the book cards.

Books need proper identification before shelving and circulation. Print or type the call number on a piece of paper or sticker/adhesive label (1"x2" in size) and attach it to the spine of the book so that when you browse the shelves, the labels of the books are easily visible.

Step 7. Shelving

Arrange the books on the shelves by call number. Note that the call number of a book is a code given to each book for identification and location. It serves as the address of the book on your shelves. When shelving, arrange all the books with the same classification number together on the shelf and arrange them side by side alphabetically or numerically from left to right.



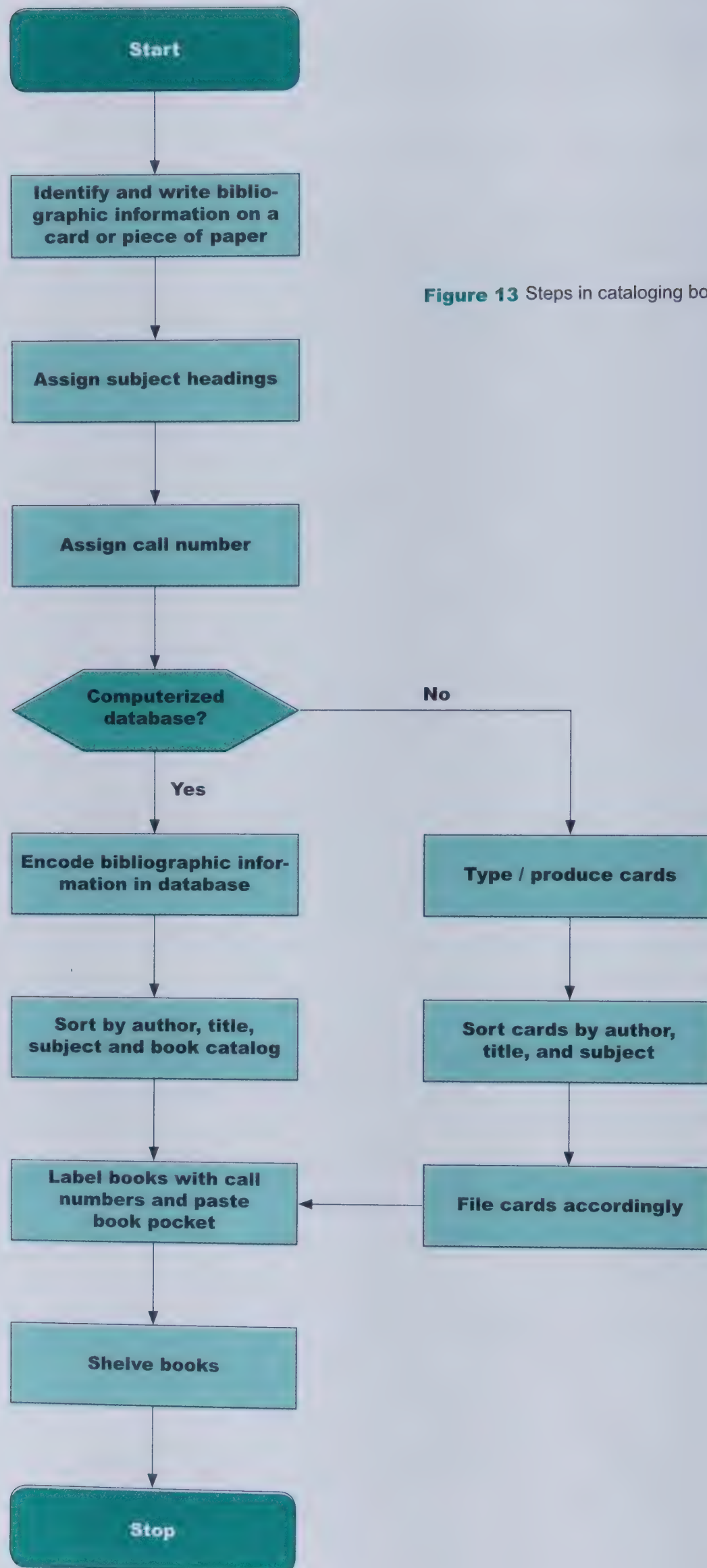


Figure 13 Steps in cataloging books

B. Indexing of non-book materials

Indexing is the process of identifying and assigning keywords that indicate the subject coverage of a document or material that is not in book form. Indexing, just like cataloging, is necessary in order to organize the materials and make them accessible for use.

1. Types of Non-book Materials

Materials that are commonly indexed are the following:

- Periodicals
- Vertical Files, including articles downloaded from the website
- Multimedia materials

a. Periodicals

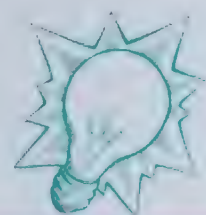
These are materials that are published regularly or in a series. Examples are journals, newsletters, and magazines. These materials are published weekly, monthly, quarterly, and so on; hence, the name periodicals.

When indexing a periodical, you need to identify bibliographic information and write them in an indexing form. An indexing form is a card or piece of paper where you record all the bibliographic information of the material. This is applicable to periodicals, vertical files and other non-print materials. You may use a 5"x7" index card for this purpose. The following information are vital in indexing:

- Subject/s
- Title of the article
- Author
- Title of the periodical
- Date of publication/Volume/Issue/Page number

Figure 14 Sample Index Card

NIAH Resource Center 26 Sampaguita Ave., Mapayapa Village II Capitol District, Quezon City		Record no. _____
Indexing Form		
Subject/s: _____		
Title of article: _____		
Author/s: _____		
Title of periodical: _____		
Date of publication/Volume/Issue No./Page(s): _____		



There is no need to index all the articles contained in a periodical. You may do selective indexing which means you only choose the appropriate articles to be indexed.

It would also be helpful to ask the help of colleagues when choosing articles to index. Remember that building the resource center collection is a collective effort.

b. Vertical Files

These are loose materials such as reprints of articles (photocopied articles from various sources), pamphlets, leaflets, brochures, reports (organizational reports, minutes of meetings, newspaper clippings, etc.) and training/seminar handouts.

Printed articles downloaded from the website may also be classified as vertical files. If you are storing the electronic file on disc, you may index it as well and file the disc accordingly. Following are the information you should note when indexing vertical files:

- Subject
- Title
- Author
- Source (title of material/periodical from which the article was lifted)
- Page no/s
- Date of the source of information
- For downloaded articles, take note of the complete URL and date when it was downloaded

c. Multimedia materials

Multimedia materials are CDs (compact discs), video recordings, audiocassettes, posters, 2-D pictures, dioramas, models, film materials and others. The following bibliographic information are important when processing the materials:

- Subject
- Title
- Author
- Publisher/Producer
- Copyright date
- Title of the contents (optional)
- Type of material (VCD, VHS, etc.)

2. Assigning subjects/keywords (Please see page 29 on the discussion of subject headings)

Reading the article, viewing the video or slides and listening to audiocassettes will help you determine the subject coverage of a material. When indexing, it is important to carefully analyze the contents. While reading, viewing or listening, it would be helpful to take note of the key words that you encounter. Write these terms in your indexing form exactly as they appear in the material. Check the key words against your subject headings list and select the most appropriate subject entry that matches the term that you listed down. You may assign a maximum of three key words for each title.

3. Preparing materials for circulation

Periodicals should be arranged alphabetically by title. For every title, arrange each volume chronologically on the shelves. Latest issues should be displayed on a rack.

Vertical files are fastened in a folder. One folder represents one subject. Folders are stored in filing cabinets arranged alphabetically by subject.

Multimedia materials are separately filed according to type of materials. Preferably, these materials should be kept in an air-conditioned, well-lighted and well-ventilated room to protect and preserve them. You may assign a code to guide you in filing. No special code is necessary. A simple numbering may do. For example, for VCDs - VCD 001, VCD 002, and so on. For VHS tapes - VHS 001, VHS 002, and so on.

4. Compiling the Index Forms

File the cards alphabetically by subject. This will serve as your database and your guide to non-book materials. For indexing forms that were written down on bond paper it is more convenient to compile them in a ring binder so that it would be easy to adjust and insert additional forms. For Index forms that were written down on index cards (either 3" X 5" or 5" X 8") it is most convenient to compile them in boxes that are suited to their dimensions.

5. Producing cards

Just like in cataloging, you have the option to produce cards or store the information in the computer. As long as the information is easily accessible, it doesn't matter which option you choose.



Figure 15 Steps in Indexing

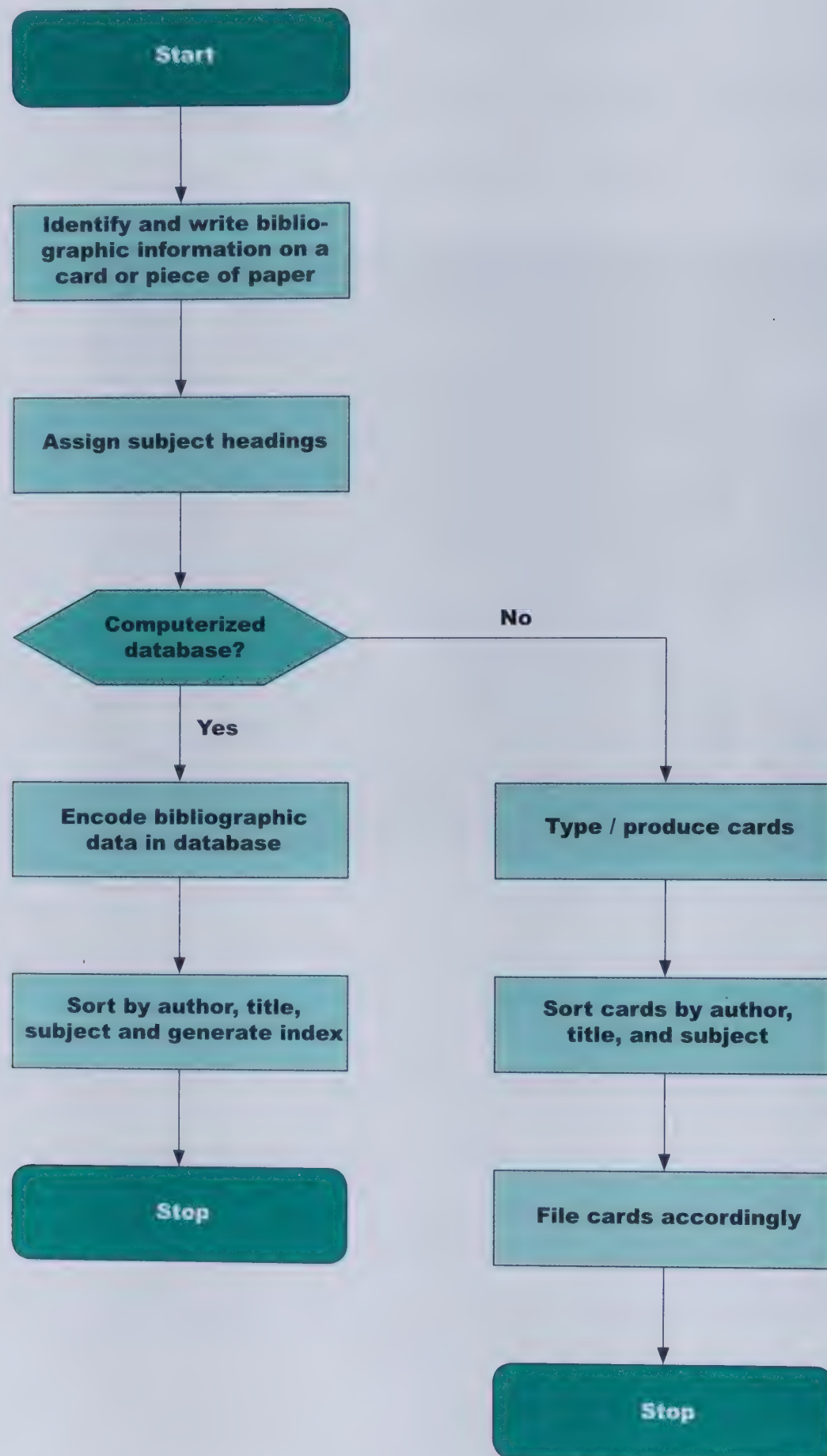
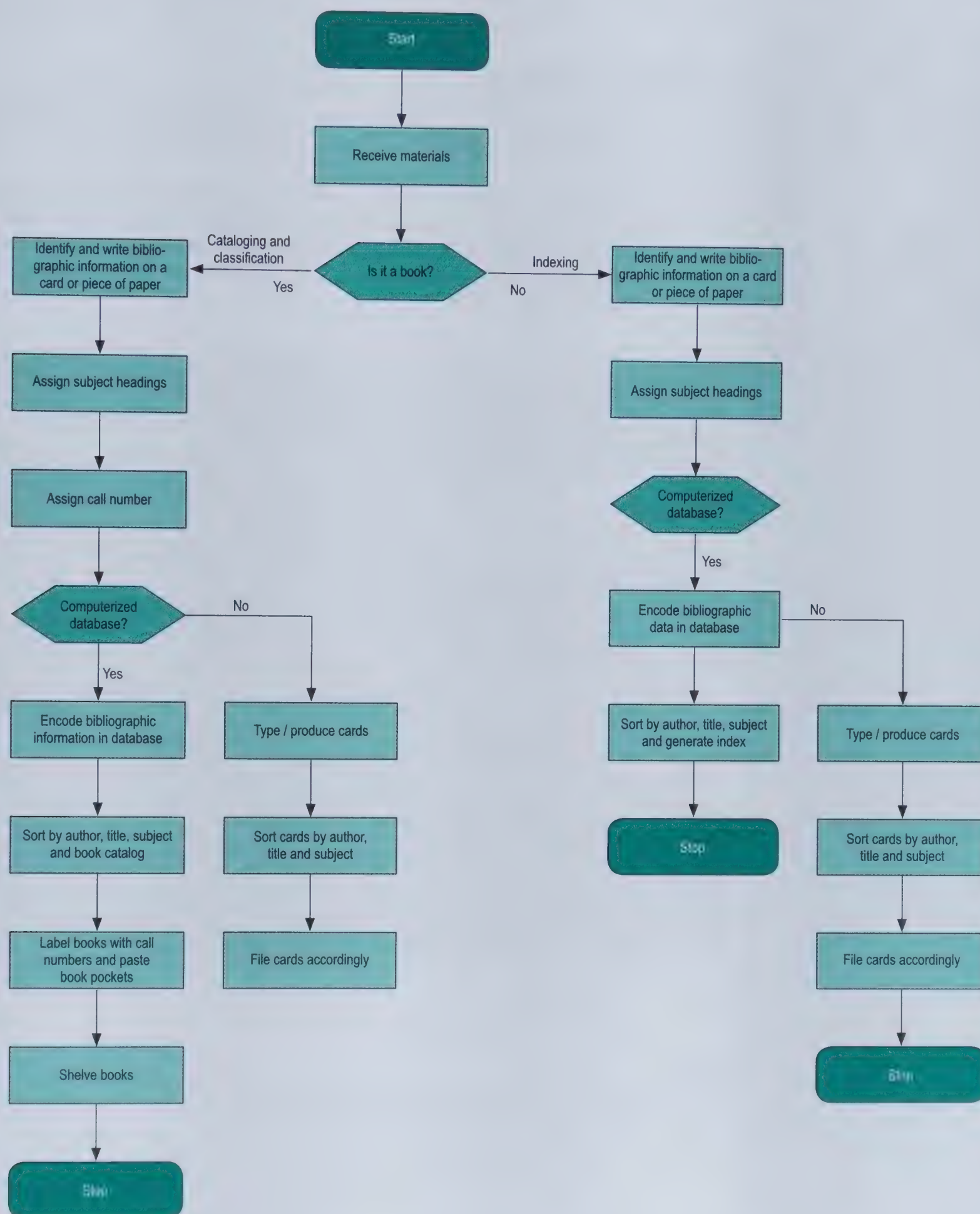


Figure 16 Organizing the Collection – comparing the process of cataloging and indexing



Chapter 4

Facilities and Equipment



Facilities and Equipment

In planning physical facilities, you must consider and understand your resource center's functions and goals. Include the types of facilities and equipment that you will need. You may include it during your needs analysis session with your colleagues. Depending on your needs, there are basic facilities and equipment that are essential in information services. Following is a list that may help you assess what equipment you would need.

Physical space requirements

1. Space – determine the size of your collection and probable number of readers at any given time. Basically, you need space for shelves, furniture, magazine rack, tables, chairs, librarian's table, and computer/s.
2. Lighting and ventilation – provide your readers with adequate lighting and proper ventilation. They must be comfortable enough especially in extreme weather conditions. Proper ventilation will also help you preserve materials. Consider light colored furniture to save light. This will create a good reading environment as well.
3. Location – the resource center and its materials should be visible and easily accessible. Easy access to the staff for assistance will increase the use of library services.

Furniture

Your organization might have extra tables and chairs. In some organizations, personal furnitures are donated or lent out to the organization. You may ask the staff about this.

4. Tables and chairs – Comfortable chairs and tables are necessary for reading and possible discussion.
5. Shelves – light colored wooden shelves motivate reading and create a relaxed environment.
6. Filing cabinets – this is where you usually file your vertical files or newspaper clippings
7. Storage rack for non-print materials (CDs, VHS tapes, slides, etc.) – you have the option to choose between plastic and wood materials
8. Display rack for periodicals, newspaper, etc. (current issues only)

Equipment

9. Computers – if you intend to store your database in your computer, you should provide a space for the equipment. You also need this to access Internet and databases in CDs.
10. Printers – this is necessary to print search results from your database.
11. Photocopying machine – if you don't intend to lend out materials, provide photocopying services.
12. Telephone/lines – you may share a line with other staff.

Others

Trash bins, trays, data boxes and typewriter. You may check the furniture shop for available furniture for the libraries.

Multimedia Center

If you have multimedia materials, make sure that you have the facilities to use them. Like CD/DVD/VHS players and cassettes.

Layout

After you have identified the necessary facilities and equipment for your resource center, plan on how to arrange them according to the available space. You need to draft a layout before arranging them to save time and effort. In selecting furniture such as shelves, tables, chairs and racks, avoid bulky sizes. Measure the furniture to find out if it fits in the available space.

When arranging your furniture, make sure that you have enough space to move around. Books and latest issues of periodicals should be displayed in the reading area. If you don't have enough space in the reading area for old issues of periodicals, you may keep them in another room, but they should be properly arranged for easy access.

Your resource center should be easily accessible to readers. For example, if your organization is occupying a three-storey building, you may occupy a space in the first floor. If you are occupying a one-storey building, you may occupy the space or room closest to the entrance.



Budget and Funding Opportunities



Budget and Funding Opportunities

Limited or lack of funds is one of the main problems of NGO resource centers. There is a common perception that a resource center does not make any “profit”, so investing in it is not practical. And in most cases, if an NGO’s financial situation becomes constrained, the resource center is the first one to close down. We have discussed earlier how a resource center plays a vital role in the organization and in the community and why you should strengthen your information services. Considering your intention to provide efficient and effective services, allocating budget for the resource center is important.

This chapter will discuss how to address funding concerns in your resource center without necessarily requesting a huge budget allocation or over-charging your partners for the services you provide. It also suggests simple activities or strategies that would complement the lack of budget to enhance your resource center activities. With creativity and innovations, you can even raise funds for the resource center.

A. Determining expenditures

Before asking for a budget allocation, you must first identify your resource center expenditures. The budget item that we usually request is for buying books. We often forget about other expenses, especially minor expenses that may accumulate into a huge deficit. You need to budget beyond buying books for the resource center. The list below will show you, at a quick glance, the basic expenses that the resource center can incur. It will also be helpful to review your needs analysis to determine other expenses in the resource center.

1. Collection development and preservation

Includes buying books, annual subscription to periodicals, and preservation of materials. It is sometimes necessary to buy books. Regular subscription to selected periodicals is important because they provide updated information. Preservation of materials would include repair of books by binding, mounting of posters, etc.

2. Furniture and equipment

Please refer to Chapter IV for some basic equipment that you will need in your resource center. In addition, card box (for shelf-list cards), computer/s, printers, and racks for magazines, CD-ROMs and posters, may be needed.

3. Supplies

In addition to the usual office supplies such as pens, envelopes, bond paper and others, you also need some supplies specifically for resource center use. Supplies include adhesive labels for the call number, index cards (size depends on your requirements), folders and fasteners for vertical files, plastic cover (if you wish to cover your books), book cards, stamps of ownership, dater, etc.

4. Communication

Responding to inquiries through email, fax, phone and post will require budget allocation. Mailing by courier is very expensive and it has to be well determined whether you really need to use a courier or just the ordinary mail. Using the Internet to communicate or deliver a document is cheap. However, there are areas or countries where connection rates are still very expensive.

5. Human resources

Ideally, a resource center has a full time staff who will manage the overall operations. If you intend to set up a database, you will need a programmer and an encoder. If you plan to produce abstracts of your materials, you need a technical writer. A web developer/designer is also necessary if you plan to set up or enhance your website.

6. Staff development

Resource center staff need to occasionally attend trainings and conferences. This is to enhance their skills and increase their knowledge of the issues relevant to the organization.

As you plan and start operating your resource center, you will identify more necessary expenditures. Planning the budget will depend on the volume of your collection, number of users, and the services you will provide. Reviewing your needs analysis and planning your activities well will help you determine your budget requirements.

There are many ways on how you will be able to address budget limitations. Careful planning with your colleagues will give your budget request a good chance of being approved.

B. Addressing Funding Issues

We will not attempt to provide an answer to all your budget issues. However, we have identified some tips on how you will be able to acquire funding and some alternatives on how you can augment the limitations of your budget.

1. Getting involved in project proposal development

Get involved in developing your organization's funding proposal. Suggest that the budget allocation for the resource center including its activities should clearly appear in the proposal since the resource center is an integral part of the organization. Talk to your supervisor about your funding needs in acquiring materials and equipment. Learn the skills of communication. To be more effective, provide your supervisor with an evaluation report that clearly describes your situation and gives sound recommendations to increase your budget.

If your organization is submitting different project proposals, make sure that each proposal will incorporate budget for acquiring materials, upgrading/purchasing equipment, salaries, and other administrative expenses not covered in other project proposals.

2. Innovations

Be innovative in packaging your information. Think of a project or an activity for the resource center that would benefit your partners and community and submit a project proposal to funding agencies that support information activities. For example, you can submit a proposal for producing a resource list, or bibliographies on specific topics, or conducting training that would enhance the skills of the community, health workers, etc. to access information utilizing the information technology.

3. Expanding your network

Learn more about the organizations you work with and maintain a good relationship with them. Know their collection well, and understand their needs. Develop a networking strategy with these organizations. Talk to them and discuss your goals, vision and mission; you can even plan an activity together. You can also discuss with them how you will be able to complement each other instead of duplicating efforts and materials.

Networking will expand your access to information through resource sharing. Through networking, partners will keep you in their mailing list.

4. Resource center charges

NGOs are non-profit organizations; thus, many NGOs do not charge for the use of the resource center and other information services. However, there is nothing wrong with charging minimum fees for some library services. For example, charging for socialized membership fees will help you save for the preservation expenses of your materials. Charging for photocopying services will help you augment your budget for the supplies consumed. In many cases, there are some partners who voluntarily give donations to the library if they benefit well from your services.

The effectiveness of your resource center depends on the services that you provide to your partners. When delivering information services, you do not wait for visitors to come to your resource center to ask for information. It is your responsibility to let your partners know of the contents of your resource center and how they can access them. You need to promote your collection and determine how you will be able to serve your partners well. Promoting will encourage partners to come to your resource center and avail themselves of its services.

When conducting needs analysis, you not only look at the information needs of your partners, but you also determine how you will be able to deliver this information to your partners.

There are many ways how your partners can utilize your collection. Below are some ideas that you might want to include in your services.

1. Current Awareness Services

This is one way of promoting your collection. Let your partners know about new materials in your resource center. There are several ways on how you can do this:

a. Bibliographic listing

Produce a list of materials that you have recently received. Include a short description of each material and details on how to obtain them. You can send the list through email, post, or, if you are producing a newsletter, you can provide a section for the listing. You may include websites that you have recently visited or mailing list groups that you have read about.

b. Routing of materials

Because of geographical limitations, this is usually done within the organization. Routing means you pass selected materials or information to the staff for review. This is a good system because the staff can actually see the materials themselves and will be able to give immediate feedback whether the material is useful or not.

c. Selective Dissemination of Information

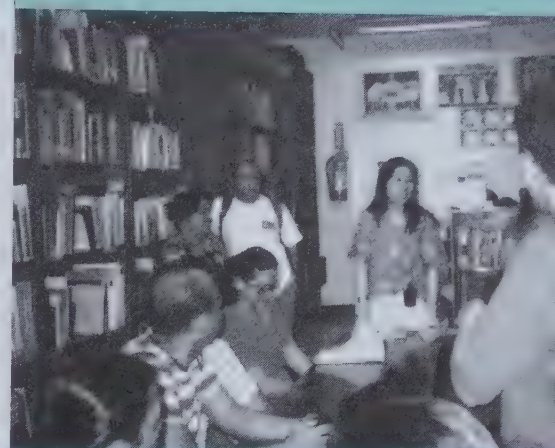
This can be a very tedious process, but very helpful for your partners who have different needs. The process starts with identifying your partners' individual information needs. Similar to bibliographic listing, but you send a different list of materials to different partners depending on their subjects of interests. You can do this quarterly or semi-annually. In doing this, you need to maintain a list or database of your selected key partners who may want to avail of this service, indicating their topics of interest.

2. Lending services

This can be an optional service. You may lend materials to your staff and partners but not to walk-in users. If you intend to lend materials, you have to monitor the returns. Videos, VCDs or any audio-visual materials are most useful when borrowed because you will be able to reach more people, especially if these are shown in the communities, fora, symposia, etc. It is important that you have a clear policy (see Chapter IX on Developing Resource Center Policies) on this matter so that borrowers would know their accountabilities in case they lose or damage the materials.

If you do not intend to lend your materials, especially books, you should provide partners with photocopying services. Just take note though of the Intellectual Property Rights Law that allows only 10% reproduction of any published book. Non-commercial publications are often copyright free, which means reproduction is allowed with or without permission. Do check the copyright page of the publication for more information.

Resource Center Services



3. Multimedia services

If your collection includes audio-visual materials such as videos, slides, cassette tapes, and VCDs, you should be able to provide the space and equipment for viewing. Viewers may need to preview the videos or slides before borrowing them.

4. Discussion area

It would be helpful for your partners if they can also discuss issues while in the resource center. The reading room, if not being used, may serve as the discussion area where they can easily reach any supporting documents pertaining to the issues being discussed. Your partners can do this by appointment in case the resource center is occupied most of the time. If there is enough space, have a discussion room or enclosure within the resource center.

5. Retrospective Search

This is a systematic and useful procedure for you and for your partners especially if they are from remote areas. Researchers may send in an inquiry through email, fax or telephone. Then you provide them with a listing of materials that you have. The researcher then can choose which materials he or she needs and can request the delivery of the information through:

- a. Email (if available electronically)
- b. Fax (you should limit the number of pages because if the material comes from books, you need to photocopy it first)
- c. By post – this may require you to photocopy the materials as well

For b and c, you may need to charge the researcher for the photocopying, mailing and long distance calls when you fax. It will be helpful as well if you have a policy on this service for your guidance.

6. Contacts

In some cases, partners do not necessarily need information materials; rather, they would need contact details of resource speakers, trainers, helpline/hotline numbers, clinics, drop-in centers and other services. To be able to assist partners, you should have a good knowledge of other organization's services. Your directories and database of key partners would be good sources for this type of service.

7. Referral

You may not always be able to answer the user's question because of the limitations of your collection. In this case, you can refer the question or the person to another organization which can assist them. Good networking strategy is essential for this function.

Understanding Inquiries and Answering Questions

To be able to deliver information effectively, you should understand your partner's information requests. This requires **good communication skills, sensitivity, knowledge and understanding** for the librarian to be able to identify specific information inquiries.

The following steps on how to respond to inquiries are adapted from *Basic Manual on How to Operate an HIV Resource Center, 1999*. In a specialized resource center, providing a catalogue of your collection is not as effective as talking to the person searching for information.

You will probably answer questions in different ways: by letter, fax, email, phone or in person. Whichever method you use, the process of answering questions is similar. To best help your partners, you need to have a good attitude and adequate knowledge of your collection and your organization.

Process of answering questions

Your partners or inquirers may ask different questions, but the process of answering these questions is always the same. Be knowledgeable about the topic being asked.

Step 1: An inquiry is forwarded to you.

Step 2: You clarify the question. This is the most important step, and requires interviewing techniques. This step is also called the reference interview.

Reference interview

a. What does your colleague or partner want to know?

Inquirers are often unclear about their information needs. It is important to take time to determine the actual question.

Asking open ended questions, such as "Can you tell me more about what you need?" encourages the inquirer to give you as much information as s/he has about the topic or question so that you are better equipped to respond effectively.

Avoid close-ended questions such as "Do you just want condom information" which can only be answered with a "yes" or "no".

b. In what format(s) (e.g., videos, posters, articles) does s/he want the information?

Oftentimes a partner needs more than one format.

c. How much information is needed?

Sometimes a two-page report is sufficient; other times the inquirer needs everything on the topic.

d. How much does the inquirer already know about the subject?

This will help you determine what kind of sources you can use. You also need to know the background of the inquirer because the type of question you will ask will depend on the expertise of the person. For example, a physician who conducts training will have different needs from a clinical doctor.

e. Why does the partner want to know?

This is usually awkward and difficult to ask, but sometimes very helpful in determining the user's information needs and how best to meet those needs.

Step 3. Translate the question into subjects, keywords, or thesaurus terms which will help you retrieve the information.

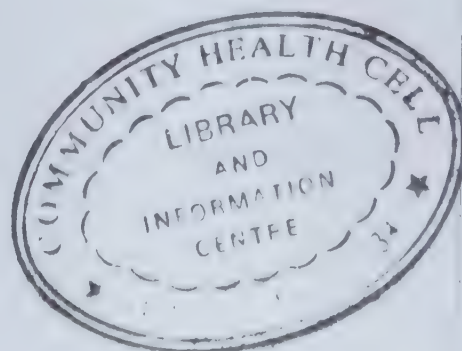
Step 4. Device a search strategy on where to look for the required information.

Step 5. Search the collection and evaluate the relevance of the materials you find.

Step 6. Give the appropriate materials to the inquirer.

Step 7. Check to see if the information meets the user's needs and encourage the user to contact you if s/he requires further assistance or information.

To facilitate the process of inquiry, give walk-in visitors an Inquiry Form. You may use the same form for phone calls or attach the form to letters, faxes or emails. This will help as well in keeping a record of your inquiries. Please see sample Inquiry Form on next page.



Electronic search steps

During the process of answering questions, you may decide to do a search on an electronic catalogue, CD-ROM, online database or the Internet. The following steps may help you with online searching:

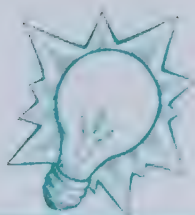
- a) Identify the ideas/concepts contained in the question, determine the primary and secondary concepts and the restrictions (language, date, etc.)
- b) Choose the right source to search depending on what databases are available at your center.
- c) Translate the concepts into the search terms (keywords, subject headings, thesaurus terms) used by the electronic source.
- d) Start online searching.
- e) Analyze the search results.
- f) Revise the search terms, if necessary, according to the results.
- g) Present the final results to the enquirer.

FEES AND OTHER CHARGES

It may be necessary to charge minimal fees for some services such as:

- Photocopying
- Fax
- Video and slides rentals
- Mailing of bulk materials

The fees should be determined in consultation with your colleagues to avoid over-charging, and should be clearly stated in your policy.



Inquiry form will help you in assisting your visitors, establish your users' profile, and aid you in documenting use of resource center.

The line "Tea, coffee and water are available at the kitchen" will set the tone that your place is user friendly.

Figure 17 Inquiry Form

**HEALTH ACTION INFORMATION NETWORK
RESOURCE CENTER**
26 Sampaguita Ave., Mapayapa Village II
Capitol District 1127, Quezon City, Philippines

INQUIRY FORM

Name _____

School/Office (Complete Name) _____

Home/Business Address _____

Date _____

Phone _____

Fax _____

Email _____

Website _____

Occupation

☐ Health and Devt. Worker

☐ Media person

☐ Researcher

☐ Student

☐ Trainor/Educator

☐ Others, please specify: _____

Organization Type

☐ Academic/University

☐ NGO/PO

☐ Business

☐ Religious

☐ Government

☐ Others, please specify: _____

Request Made Via

☐ In Person

☐ Email

☐ Fax

☐ Airmail

☐ Phone

☐ Others, please specify: _____

Subjects of Inquiry:

Purpose of Inquiry:

☐ Publication

☐ Training

☐ Academic requirements

☐ Speech/Lecture

☐ Policy development

☐ Others, please specify: _____

After your research please take time to answer the questions at the back of this form. Thank you.

Tea, coffee and water are available at the kitchen. Please help yourself.

Promoting the Resource Center and Your Services

Promoting your resource center is important to reach your community and to let them know of your collection and services. Be proactive. Remember that you do not wait for people to come to the resource center. Promotion will increase access to information, and the services previously discussed will increase the use of the resource center.

In addition to the services discussed, promotion may be in the form of brochures, announcements, video presentation, and orientation.



The application of information technology (IT) in the resource center is an ongoing debate in developing countries. Computer acquisition is very expensive, especially in rural areas. The use of computers in the resource center is very much concentrated in urban areas. Many organizations have not yet maximized its potentials because they use computers only for writing letters, Internet stations, and for documentation. This chapter will discuss the basic use of computers in the resource center, highlighting both the advantages and disadvantages to allow you to assess your needs for a computer. It will also discuss different issues of resource centers related to IT such as technical expertise, knowledge and financial limitations, and how they may be addressed. At the end of the chapter is a list of guide questions that will further help you in deciding whether or not to acquire a computer.

Using Computers in the Resource Center

Using computers in the resource center greatly increases the efficiency of your work. It facilitates your day-to-day work routine. It may not be the answer to all problems in the resource center, but it is a big help. It is important that you plan well and understand how computers may be useful. It will be helpful to visit other resource centers which have gone through the experience, study their operations, conduct research, and read about it to equip yourself with enough knowledge to challenge the debate. Following is a matrix of advantages and disadvantages of using computers in the resource center:

Advantages and Disadvantages of Using Computers in the Resource Center

Advantages	Disadvantages
Provides fast and efficient storage and retrieval of information in the resource center collection	Costly at the initial stage
Capable of storing a large number of data without much physical space	
Improves information services	Needs technical expertise
Increases access to online information by using the Internet – locally and globally	Sustainability; needs ISP subscription
Minimizes staff time and effort doing routine tasks	Dependent on equipment and electricity
Fast and less expensive communication	Rapidly advancing technology; needs frequent upgrades
Computers are a multimedia tool. With integrated graphic, print, audio, and video capabilities, computers can effectively link various technologies*	Most application softwares are expensive
Interactive – incorporates various software packages, are extremely flexible and maximize learner control*	
Cost effective in the long run	

* <http://www.cdiponline.org/dlinfo/cdip1/distance/computers/advantages.html>, February 26, 2004

Information Technology



Uses of Computers in the Resource Center

There are many ways that a computer may be helpful in the resource center. We identify some of them:

- Automated library functions (such as accessioning, cataloging, information retrieval, etc.)

It is easier to monitor and evaluate your collection using your computerized/automated database. It is also easier to edit a record in case you want to add more information about a book. For example, if a book is lost, stolen or obsolete, you can edit your computerized/automated database. More importantly, this will make searching through your collection faster and more efficient.

- Use of digital and interactive reference materials such as CD-ROM, VCD, DVD, and others.
- Increased access to online databases of other resource centers and university libraries through the Internet.

Searching the Internet increases your access to information from various sources in different formats such as journals, books, videos, training manuals, and IEC materials. Library catalogs called the OPAC, or on-line public access catalogs, are now accessible through the Internet. An example of easy access information is the National Library of Medicine database. You can even read journals, newspapers, and newsletters online. Many NGOs are also maintaining their own websites to disseminate information. Commercial journals, though, require subscription fees before you can access them.

- Communication

Exchange of communication is particularly fast and low-cost using email. With the increasing number of Internet Service Providers (ISPs) in developing countries and even in the rural areas, email is becoming less expensive compared to postal services.

- Administrative tasks

Typing letters and reports, accounting, desktop publishing, among others.

- Information Delivery -you can even provide a number of services to your partners using your computer such as:
 - o Expansion of networking strategies – joining online discussion groups, creating your own websites, and joining virtual conferences increase the possibility of meeting more people
 - o Publishing – many resource centers are becoming more creative in producing catalogs and promoting their resource centers through brochures, flyers, and new acquisitions list
 - o CD-ROM – in the absence of an Internet connection, organizations now store their websites or publications in CD-ROM and distribute them for free.
 - o OPAC – or online public access catalog. This means that the database you created can be made available to your partners through the Internet
 - o Producing catalogs – instead of producing cards (title, author, subject cards), you can easily produce bibliographic listing or a book catalogue of your collection generated from your online database sorted in any way you want it – by author, subject, publisher, etc.

Addressing Issues

Shifting to computerization can be done slowly. This needs careful planning especially if you have limited resources. A drastic shift may lead to wasted time and effort and may not be as effective as you envisioned it. Take note of the following issues when planning for an automated resource center:

- o Financial Resources
- o Human Resources
- o Hardware and Software
- o Cost Effectiveness

Financial Resources

As mentioned earlier, financial capacity is one of the common problems of NGO resource centers. For a start, a resource center does not need a high-power computer. A second-hand unit or a hand-me-down unit from another department may be as useful as a brand new one. If the unit needs upgrading, you may propose this to the finance department. This makes obtaining a computer extremely cheap! Then, as your requirements increase and you decide that a new unit with a higher capacity is necessary, you can propose to purchase a new computer.

Human Resources

Consider the skills of your staff as an important factor in implementing automated operations. A staff member may be good in word processing but may not know how to create a database, or may not know how to do Internet search. Alternatively, you may consider hiring a technical person who has the expertise in this aspect. You may want to include training as part of the package so that when the contract ends, you are able to acquire the necessary skills to maintain the database yourself. If you have colleagues working with you, extend the skills and knowledge to them. If none, document or record all your activities to avoid complications in case of staff turnover.

If you lack the human resources, and the organization cannot afford it, you may consider getting contractual staff. For example, for minor tasks which require lots of time like encoding, you may hire trainees from schools and universities, members of the community such as mothers, out of school youth, the elderly, the physically challenged, and volunteers.

Hardware and Software Requirements

Hardware

Hardware is the physical component of the computer. This includes the following parts:

- CPU or Central Processing Unit
- Monitor
- Keyboard
- Mouse
- Floppy Disk, or CD-ROM/DVD-ROM drives

Know the system requirements, specifications and features you will need for your resource center's operations before buying or obtaining the hardware. The required specifications would depend on how you intend to use the computer (e.g. storing databases, viewing of videos, Internet, etc.) and what type of software you intend to install. The following matrix will help you identify the specific system requirements to suit your needs. Do not hesitate to ask your technician or computer shops about these specifications. It is important that you understand the functions and features of your computer to maximize its use.



You may request donations from commercial companies, such as banks, through their foundations. Embassies are worth trying. The request may be in kind or in cash. Check their guidelines on donations.

Components	Definition/function	Minimum requirements	Maximum/ideal requirements
The Processor	The brain of your computer where all the information is stored and processed. It is the chip that holds all the instructions that will allow your computer to function well.	Celeron/Pentium/ AMD Duron	680 MHz Intel Pentium Processor III/IV (Or AMD Athlon Processor)
RAM (Random Access memory)	The "short" memory of the computer. It is called "short" because when the computer is switched off, the information in the RAM is lost.	36 MB (Megabytes)	256 Mb (Megabytes per second) or higher
SVGA Card	This card controls the monitor	640 X 480 256 colors and above	Highest resolution allowable for better picture quality



Components	Definition/function	Minimum requirements	Maximum/ideal requirements
Drives a. Floppy disk drives	Enables the computer to read and write from on the storage media. These are the windows or slots in our CPU where we insert the floppy disk (usually 3.5" in size). This stores the information that we processed in the computer.	Any generic brand	Any generic brand
b. Hard disk	Also saves the information that we feed the computer, but the storage media is within the drive and cannot be removed. The amount of the information that can be saved in this drive depends on its storage capacity, usually measured in Megabytes or Gigabytes	5 GB (Gigabytes)	19 GB (Gigabytes)
1 parallel port /USB	Used to connect the printer to the PC	Any generic brand	Any generic brand
2 serial ports/USB	Allows you to connect your modem to the PC	Any generic brand	Any generic brand
Ethernet Card or Modem	Ethernet card is a device that allows your computer to hook up to the Internet. This is used when you are hooked up to a leased line or cable connection that does not require a dial-up or a phone line. Modem- (Modulator, demodulator) a device that allows a computer to connect to a phone line to transmit data, and even voice.	Connection speed of 33.3 kilobytes per second (kbps)	Connection speed of 56 kbps (for dial-up), ISDN, or Leased line
Monitor	Displays the information you type in the keyboard.	14" color	17" Color
CD-ROM, DVD Drive	Allows you to read, play, watch videos, etc.	40x speed	Fastest reading speed available in the market
AVR (Automatic Voltage Regulator)	Maintains the consistency of the voltage of electricity that comes into the computer.	Any generic brand	Check shops for the different options
Uninterrupted Power Supply or UPS -optional	Has storage cells of electricity which allows you to have a short time of power when a power interruption occurs. It allows you to save your work and to shut down the computer properly.	Any generic brand	Check shops for the different options.
Keyboard, Mouse	Data input devices	Any generic brand	Check shops for the different options
Speakers and Sound Card	An audio output device	Any generic brand	Check shops for the different options
CD/DVD Writer (optional)	Available as internal or external unit. Allows you to store large quantity of data (e.g., books, articles, music). Should be compatible with your computer specifications.	Any generic brand	Check shops for the different options
Printer	Allows you to print encoded data to paper form.	Desk jets—printing is slower than laser jets.	Laser printers—prints faster, longer lasting

Software

Software (oftentimes called the “programs”) that you install enables your computer to perform specific functions such as creation of databases, word processing, desktop publishing (DTP), or even opening up and shutting down your computer. Be careful when selecting software because obtaining them is quite expensive. Review your needs assessment, objectives and plans to help you decide which software suits your needs. Following is a list of software that you may use for certain functions in the resource center. Always check your suppliers for the available software but be careful, latest editions are not necessarily the best. You may stick to your old friendly software as long as it is still functional.

Type of Software	Function	Examples of Programs
Operating System	The software responsible for managing the use of hardware resources such as the memory, the central processing unit (CPU) time, disk space and peripheral devices. It is the key that enables the hardware and the applications software to communicate and work in synchrony.	Windows 98 Windows 2000 LINUX
Applications software		
Database Software Management for Resource Center	Enables you to handle resource center functions more efficiently, such as organizing the library collection, lending, etc.	Maelissa, Athena, Lisa, Tin-Lib, CDS-ISIS, InMagic
MS Office	Eases routine work such as writing reports, replying to inquiries, ordering, financial reports, and other administrative functions of the resource center.	Outlook/Eudora
Communications software • Email • Internet • Chat	Facilitates fast communication channels, access to virtual libraries, and allows you to join electronic mailing list groups.	Internet Explorer/Netscape MIRC/MSN Messenger/Yahoo Messenger
Anti-Virus	Detects viruses and blocks incoming messages infected with virus.	McAfee, Norton, PCcillin (may be downloaded for free from the Internet)

Database Management Software for Resource Center

Among the applications software described above, we will discuss further the Database Management Software as they provide unique functions for the resource center. Over the years, a number of software have been developed for this purpose. Following are examples but not necessarily recommended or preferred, of commonly used application software. Again, the choice is yours depending on your needs. Here are some software available:

CDS/ISIS (Computerized Documentation Services / Integrated Set of Information Systems)

CDS/ISIS is a general database management system compatible with various hardware and designed to handle any records - i.e. descriptions of any objects of the real world - composed of mostly textual, non-numerical data. Interrelations between records are supported. CDS/ISIS has no built-in semantics: the same set of tools allows a user to handle a database of articles in journals, a database of publishers, a database of books in a library or any other data set.

CDS-ISIS is available through local distributors. Contract and license are necessary to monitor the distribution and to make sure that it is not being used for profit. When obtaining a CDS-ISIS program, do take note that it is not readily programmed. You have to customize it according to your needs. A training package may be arranged with the distributor at a very low cost compared to other programming courses.

If you wish to obtain a copy, you have to apply to your local distributor. Application to purchase is necessary because it has been mandated by UNESCO that the software should be given only to those who have limited resources. This is to make sure that the software goes to those who really need it. Please contact your local distributor or visit the UNESCO website <<http://www.unesco.org/webworld/isis/isis.htm>> for more details on CDS-ISIS.

There are also other commercially available software databases such as Maelissa, Lisa, Athena, File Maker pro, Microsoft Access, Visual basic and others, but it is best to consult distributors because they provide the training, and to understand the functions of the software.

In-House Development

Some Resource Centers opt to hire a software programmer who will develop a software application customized to fit the needs of their resource center. This needs careful planning and technical expertise. As the resource center staff, you should be clear about what you need and what you expect from the programmer. The in-house developed software application requires constant testing and evaluation. This may take time depending on your programmer, your learning speed, etc. At the start, you may be dependent on the programmer. Make sure that the programmer trains you to transfer skills and for you to understand the programming principles. Documentation is required as well to identify errors and for easy reference for future use. If you have a good programmer, this procedure will certainly serve you well.



Essentially, the choice of what software to use rests on your better judgement. As the information service provider you should know your partners and their needs. You should be able to assess what is the best way to bridge the gap between what is needed and what is available

Chapter 8

Weeding and Discarding Information Materials



Weeding and Discarding Information Materials

Weeding is the process of identifying irrelevant materials in your collection and discarding them. This process needs careful planning with your colleagues, and creating a policy would be necessary. Weeding is important in order to provide space for new materials, and to keep your collection relevant and updated. Remember that new findings and studies on health and related topics are rapidly emerging. Below are some guide questions that can help you in weeding and discarding materials:

What materials to weed and discard:

1. **Books** – Books are generally kept no matter how old they are, but there are exceptions particularly those with scientific data. Following are guide questions to help you assess your collection (including your journals, vertical files, etc.)
 - a. Is the information still relevant to the objectives of the resource center?
 - b. Is there a new edition that could replace old editions?
 - c. Is the material still in good condition?
 - d. Is the material considered a rare collection that you cannot find anywhere else?
 - e. Is it being used or is it rarely used?
 - f. For multiple copies, do I need to limit myself to only one copy of the material?
 - g. Do I keep the CD-ROM (or electronic) version or the printed version? (Many readers still prefer to “flip” pages rather than “scroll” pages)
2. **Periodicals** – Periodicals such as journals and newsletters take up so much space and the information gets obsolete easily. NGOs usually have limited space for storage of library materials. You decide whether you want to keep the most recent journals or you may determine your cut off date in storing periodicals. If you need to keep relevant articles from old issues, just photocopy that article and keep it in the vertical file. That way, you do not need to keep the entire issue of the periodical.

On the other hand, there are many periodicals available in CD-ROMs such as the *Population Reports* from The Johns Hopkins University, Bloomberg, USA. Do take note that access to online periodicals is more expensive than print. But these are usually academic journals like the *British Medical Journal*, *The Lancet*, etc.
3. **Vertical Files** – This is the most volatile material that includes photocopies of articles, pamphlets, reports, brochures, etc. Depending on the use of the materials, you can decide which ones to keep and which ones to discard. You may also use the guide questions above.

How do I discard materials?

Discarding materials does not necessarily mean that you throw them away. There are many resource centers or even university/college libraries that are willing to receive old materials, specially when they are catering to research institutions. Following are ways on how to discard materials:

1. Donate to other resource centers and academic libraries

Many resource centers and academic libraries cannot afford to buy books and journals. Check within your local areas. You can provide a list of what you are discarding and send them to those whom you think would need them. You can arrange for pick-up or mailing. Mailing can be arranged through courier services, but you have to be clear with the receiving institution and the courier regarding the payment arrangement.

2. Prisons

Prisoners are one segment of the population neglected in terms of education and information, particularly regarding their health and mental situations. Common and communicable illnesses are preventable if prison officials would conduct a proper health information campaign. Practical information in the form of leaflets written in simple language or popular magazines will be helpful to them.

3. Donate to public libraries

In developed countries, the government usually supports public libraries; however, only a few developing countries can give priorities to this service. One of the better developments in the Philippines is the increasing support given by local government officials and the National Library to enhancing the collection of public libraries and the skills of library staff, moving towards the utilization of information technology. But despite the assistance, many libraries still cannot afford to buy materials; thus, donations are welcome. A public library caters to all types of sectors, so information on any topic is accepted.

4. Remote rural communities

There are still many remote areas that do not have access to newspapers and other reading materials. Old and simple reading materials may still be useful for them. If these areas do not have any public libraries, materials may be spread in common public areas such as the barbershops, train stations, convenience stores, barangay or village centers, etc.

Developing Resource Center Policies

Developing a Resource Center Policy

In operating a resource center it will be helpful to develop a Resource Center Policy that will guide you in the management and delivery of information.

Developing a policy is a process. It requires careful planning and constant revision to achieve a sound and balanced policy that would best serve your partners. It will be helpful to seek comments and suggestions from your colleagues before implementing your policies. You may create or adapt a comprehensive policy or you may develop policies for selected specific functions of the resource center. A comprehensive policy will indicate all aspects of operations in the resource center. A selective policy will indicate only some operations in the resource center.

Following are examples of policies for specific functions in the library that you may develop or adapt.

Collection Development Policy - This policy will help you and other staff determine what type of information or subject/s are needed for the resource center to avoid unnecessary requesting/gathering of free materials. This policy will also help you on the selection and ordering procedures of materials.

Figure 18 Collection Development Policy

NIAH Resource Center

Collection Development Policy

[Approved by the Executive Committee – May 2003]

1. The Resource Center will purchase, receive, or acquire materials that will cover topics on:
 - Primary health care
 - HIV/AIDS
 - Adolescent reproductive health (ARH) including risk factors affecting ARH
 - Policy development relating to health
2. The type of information may be acquired in any format such as CD, VCD, books, VHS, newsletter, etc.
3. All requests for materials to be purchased are subject to the approval of the Executive Committee.
4. Donated materials shall be evaluated for relevance in relation to the objectives of the resource center.

Lending Policy – this will determine how partners and staff may access your library materials. It will be helpful to post this policy in the reading area or on your website.

Figure 19 Lending Policy

NIAH Resource Center
Lending Policy
[Approved by the Executive Committee – May 2003]

1. All information materials are for room use only except for videos, charts, and slides which may be used for instructional and educational purposes in the community.
2. Videos and charts may be borrowed for one week or 7 days for \$3 rental fee plus \$1 deposit (refundable).
3. Overdue materials will be charged \$1 per day, including Saturdays, Sundays and holidays.
4. In case of damage or loss of the borrowed items, the borrower shall be obliged to replace the same or pay the equivalent amount of the borrowed item.
5. Renewal or extension of rent may be requested in writing and may be emailed or faxed to NIAH (no phone calls please). Renewal fee may be paid upon return. Renewal will not be allowed if the item is in the waiting list.

You may review the policy for revisions or additions as the need arises.



Slowly build your set of policies. Start with the most urgent or important part of operations like the collection development and lending. Compile the policy to build a more comprehensive policy.

Chapter 10

Monitoring and Evaluation



Monitoring and Evaluating the Resource Center

Evaluating your resource center is important to determine whether you are able to meet your objectives, and whether you are able to deliver the services that you intend to give. You can do this by providing an evaluation form to every resource center visitor. To facilitate the evaluation, you may print the questionnaire for the evaluation on the other side of the inquiry form. A one-page evaluation form is manageable for researchers. They can fill out the evaluation form after the use of the resource center. For partners who are in remote areas, you can ask their participation in the evaluation by sending a form through email or through postal services.

When conducting evaluation, you should not only evaluate your services, you must also evaluate your collection. This process will determine the scope of your collection—whether you keep obsolete materials, and whether your subject areas are still relevant to the needs of your organization and your partners.

Evaluation will also help you determine whether you need to dispose materials such as old books, vertical files, newspaper clippings, and pamphlets. In so doing, you should have written policies regarding procedures in disposing materials. Please see Chapter VIII on Weeding and Discarding Information Materials.

Assessing the Impact of the Information

Evaluation may also be in the form of assessing the impact of the information at the community level. This type of evaluation will identify actual experiences on how the information has been used. To facilitate this, you should be conscious in collecting anecdotal experiences. You may also contact those who have availed themselves of your services. Examples of anecdotal experiences:

1. The legislative body has increased the health budget because of the baseline data you provided us on the national health situation, particularly those in the remote rural areas. The budget increase improved the health programs and services of the community health centers and expanded the immunization programs at the countryside level.
2. The manual on adolescent reproductive health, which was an effective tool in our workshops, has helped us in influencing adolescents' perception and behavior towards substance abuse.
3. Quick dissemination of information on the dengue outbreak helped us manage and prevent further outbreak of the disease.

Documenting these experiences will not only save lives and “create awareness on the importance of health information, but it will also help to strengthen political and financial commitment to health information activities worldwide.” [Health Information Forum (HIF-net at WHO), 20 May 2003: The impact of information on healthcare in developing countries].

You may also check letters from your partners; they may have something to say about the resource center. Letters will give you some feedback from partners from other countries.

The sample evaluation form on next page may be a useful tool in conducting evaluation. You may print it at the back of the inquiry form (please see page 53).

Figure 20 Evaluation Form

To the researcher: Please answer the following questions after your research. Your honest opinions will help us improve our services and collection in the Resource Center.

1. From whom/Where did you learn about HAIN Resource Center?

2. This is my _____ (1st, 2nd, etc.) time to visit the Resource Center.

3. Were you able to find the information/materials you need?

☐ Yes

☐ No

If no, why?

4. Were the information/materials adequate/sufficient to your needs?

☐ Yes

☐ No

If no, why?

5. Please indicate your comments on the Resource Center and services below.

6. Do you have any suggestions that may help us improve the collection and services of the Resource Center?

Thank you very much. Please come again.

To be filled out by HAIN Staff

Action taken:

Database search

Photocopying

Referral

Internet search

Gave free materials

Others:

Sources Provided:

Books

Press releases

Clippings

Vertical files

Journals/newsletters

VHS/VCD/CD-ROM database

Others:

Assisted by:

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